

The Western

Newsletter of the Western Political Science Association
Volume 5, Issue 2. Fall, 2013
<http://wpsa.research.pdx.edu/>

Notes from the Editors

In this edition of *The Western* we are happy to begin our push to Seattle for the 2014 WPSA Conference. We look forward to seeing all of you there. In addition, this issue's edition of the *Western Educator* focuses on part of the profession that has an important and growing impact on the education and preparation of our Political Science students. This article focuses on experiences and career choices involving Political Science at community colleges. These institutions are often the first introduction to political science for most students and with growing pressures to streamline the transfer process, their role in Political Science education has increased in recent years.

In addition, we are pleased to highlight one of the undergraduate poster session presentations from the 2013 Conference. These are interesting projects by our Political Science students and we encourage faculty to direct their current students to present posters at the 2014 WPSA meeting in Seattle. This project was by Laura Barron-Lopez who is now a reporter on energy and environmental policy issues in Washington, D.C.

As always, we value your feedback as this newsletter further develops. 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 2014 WPSA Conference in Seattle from April 17-19, 2014. Information about the conference is available at <http://wpsa.research.pdx.edu/meet/>.

Stephen J. Stambough

Valerie R. O'Regan

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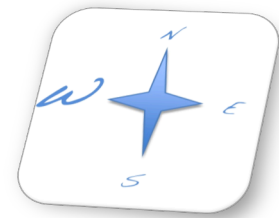
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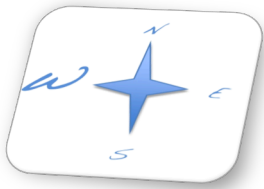
Executive Director Notes

By WPSA Executive Director Richard Clucas

Special Opportunities for Interested Groups at 2014 Annual Meeting

The WPSA annual meeting offers not only the opportunity for traditional research presentations and roundtable discussions, but also a place for interested groups to schedule special events and workshops. On the Wednesday right before the conference begins, there is limited space available to accommodate groups who wish to hold workshops or offer short courses. In addition, if you are part of a research community that is interested in holding a meeting in the spring, we may be able to accommodate your group by coordinating a conference within the conference. There is also the opportunity to host receptions, business meetings, and special events. For information about these opportunities, please contact Richard Clucas, WPSA Executive Director, at hprc@pdx.edu.

The 2014 meeting of the Western Political Science Association will be held at the Sheraton Seattle Hotel in Seattle, Washington, from April 17 to April 19. Victoria Farrar-Myers, University of Texas, Arlington, is serving as Program Chair for this meeting. Christine DiStefano, University of Washington, is the Local Arrangements Chair. The participation form and information regarding the conference, its theme, and the list of section chairs is available on the WPSA website: www.wpsanet.org. The deadline for proposals is September 16, 2013.



New Officers and Council Members

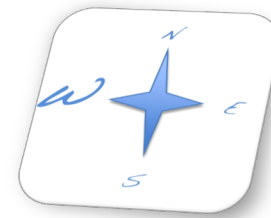
Future officers of the WPSA were elected at the Business Meeting held in March, 2013, in Hollywood, California. Louis DeSipio, University of California at Irvine, was elected to the position of Vice President and Program Chair 2014-2015. He will oversee the program for the 2015 meeting in Las Vegas, Nevada, and will serve as President of the Association during the subsequent year. New members elected to the Executive Council for the term 2014 – 2017 are: Region A: Michael Genovese, Loyola Marymount, and Kim Nalder, California State University Sacramento; Region B: Regina Branton, University of North Texas; and Region C: Celeste Montoya, University of Colorado. These new council members will assume their positions just prior to the April 2014 meeting in Seattle, Washington.

WPSA Heads to San Antonio rather than Hawaii in 2018

WPSA Executive Director Richard Clucas signed a contract this spring to hold the association's annual meeting in 2018 at the Hyatt Regency along the Riverwalk in San Antonio, Texas. Before deciding to look at the Texas, the Conference Planning team investigated holding the conference in Hawaii, but was unable to find a hotel that could meet the association's needs. The Executive Council considered several hotel sites in both San Antonio and Austin, and decided that the Hyatt Regency offered the best opportunity. The Hyatt Regency was the site of the very successful 2011 conference. The San Antonio conference will be held on March 29 to 31, 2018.

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The Association will be meeting at Caesars Palace in Las Vegas, Nevada, in 2015; at the Manchester Hyatt in San Diego, California, in 2016; and at the Empress Hotel in Victoria, BC, in 2017.

Western Notes

Political Research Quarterly: OnlineFirst



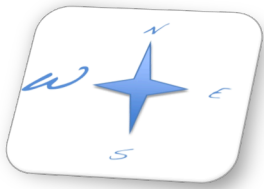
DID YOU KNOW POLITICAL RESEARCH QUARTERLY PUBLISHES ALL ARTICLES ONLINE—MONTHS AHEAD OF PRINT ISSUES?

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 - Michelle Belco and Brandon Rottinghaus
- *Mobilization Effects Using Mail: Social Pressure, Descriptive Norms, and Timing*
 - Gregg R. Murray and Richard E. Matland



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Meet the Council



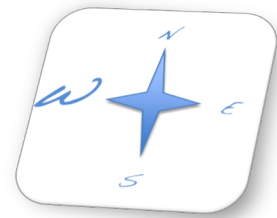
LOUIS DESIPIO is a Professor in the Departments of Political Science and Chicano/Latino Studies at the University of California, Irvine. His research interests include Latino politics, the process of political incorporation of new and formerly excluded populations into U.S. politics, and public policies shaping immigrant incorporation such as immigration, immigrant settlement, naturalization, and voting rights.

He is the author of *Counting on the Latino Vote: Latinos as a New Electorate* (1996, Charlottesville, VA: University Press of Virginia) and the co-author, with Rodolfo O. de la Garza, of *Making Americans/Remaking America: Immigration and Immigrant Policy* (1998, Boulder, CO: Westview Press). He is also the author and editor of a eight-volume series on Latino political values, attitudes, and behaviors. The most recent volume in this series—*Beyond the Barrio: Latinos and the 2004 Elections* (Rodolfo de la Garza, Louis DeSipio, and David Leal, eds.)—was published in 2010 by the University of Notre Dame Press. In 2007, he co-edited *Researching Migration: Stories From the Field* (with Manuel García y Griego and Sherri Kossoudji, The Social Science Research Council Press). His most recent publications include “A Return to a National Origin Preference? Mexican Immigration and the Principles Guiding U.S. Immigration Policy.” (*Perspectives on Politics*, 2011), “Immigrant Incorporation in an Era of Weak Civic Institutions: Immigrant Civic and Political Participation in the United States.” (*American Behavioral Scientist*, 2011), and “Immigration Reforms from the Perspective of the Target of the Reform: Immigrant Generation and Latino Policy Preferences on Immigration Reform (in Gary P. Freeman, Randall Hansen, and David L. Leal, eds. *Immigration and Public Opinion in Liberal Democracies*).

Karthick Ramakrishnan is an Associate Professor of Political Science at the University of California, Riverside. His research focuses on civic participation, immigration policy, and the politics of race, ethnicity, and immigration in the United States. Ramakrishnan directs the [National Asian American Survey](#) and is writing a book on the rise of state and local legislation on immigration over the past decade. Ramakrishnan received his Ph.D. in politics from Princeton University, and has held fellowships at the [Russell Sage Foundation](#), the [Woodrow Wilson International Center for Scholars](#), and the [Public Policy Institute of California](#). He has received several grants from sources such as the James Irvine Foundation and the Russell Sage Foundation, and has provided consultation to public officials at the federal and local levels.



Ramakrishnan’s articles have appeared in *International Migration Review*, *Perspectives on Politics*, *Urban Affairs Review*, *Social Science Quarterly*, *Journal of Social Inquiry*, *Arizona State Law Journal*, and *The DuBois Review*. His books include *Democracy in Immigrant America* (2005), *Asian American Political Participation: Emerging Constituents and Their Political Identities* (2011, with Janelle Wong, Taeku Lee, and Jane Junn), and two edited volumes on immigrant politics and civic engagement: *Transforming Politics, Transforming America* (2006, with Taeku Lee and Ricardo Ramirez) and *Civic Roots and Political Realities: Immigrants, Community Organizations, and Political Engagement* (2008, with Irene Bloemraad).



Western Researcher

How Social Media is Changing the Game of Politics

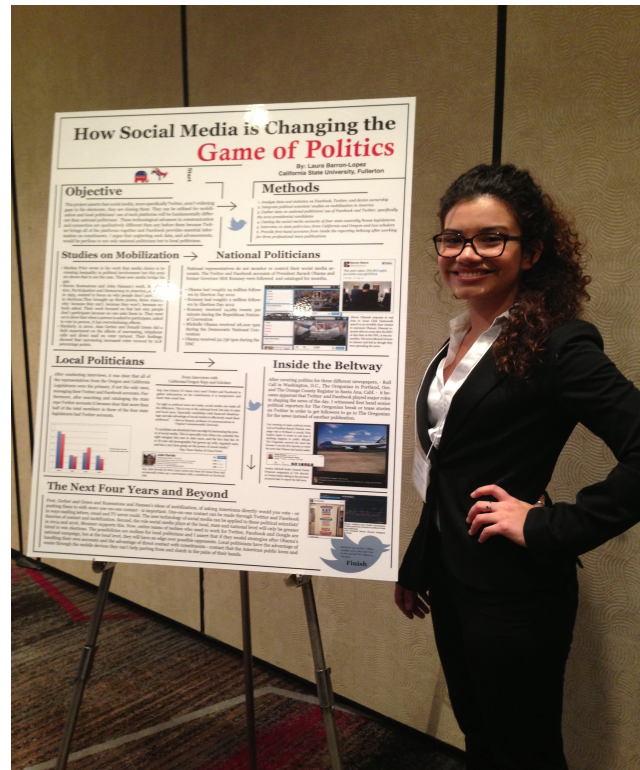
Laura Barron-Lopez: Cal State Fullerton Class of 2013

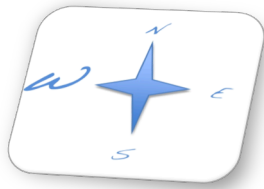
The game of politics, and the means by which politicians engage in it to reach the average voter, is continually transforming. Technology has made things possible that the electorate of 1960, who witnessed the first televised presidential debate, would have thought unimaginable.

The main reason for this is the use of social media forums such as Facebook, Twitter, Youtube, and the new ways media outlets are covering politics. The core of this research project focuses mainly on the Twitter and Facebook platforms.

The full effect of the Twitter medium is yet to be realized but denying its relevance, in an increasingly shrinking world, would be perilous to politicians. The purpose of this research project is to assert the growing significant influence of social media on politics specifically at the level of local state legislatures, its ability to bridge gaps and mobilize, and what this newfound power in Twitter and Facebook means for future elections.

The research in this project is broken down into six sections: 1. Data and statistics on social media linked to voting, Facebook, Twitter, and device ownership; 2. Political scientists' theories on mobilization in America and the media's ability to increase inequalities in political involvement; 3. Data on national politicians' use of Facebook and Twitter, specifically for the 2012 presidential campaign; 4. Data on state politicians' use of





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social media; 5. Interviews with local state politicians and scholars whose experiments surround social media; and 6. Examples from inside the reporting beltway that reveal the morphing political game and newspaper articles that compare the communication dynamics of today's political agendas to those in the past.

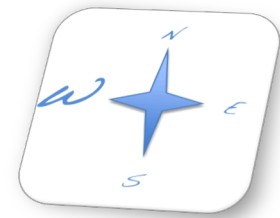
Pew research provided the majority of the data needed to present a larger context. Other data was found by going directly to the source, be it Twitter or Facebook. Both platforms provide data about their site, and who uses it online. Pew reported in a January 2012 survey of 3,000 Americans that 77 percent own a desktop or laptop computer, 44 percent own a smartphone and 18 percent own a tablet (Pew Research, 2012). Data such as this paints a bigger picture and allows readers to see the expanding world of mobile technology.

Political theory from scientists Steven Rosenstone and John Hansen is analyzed in today's context. Rosenstone and Hansen study voter mobilization through one-on-one contact. This project finds that one-on-one contact can, now in the 21st century, occur through mobile devices on Twitter and Facebook and produce the same effects. Furthermore, an experiment by political scientists Alan Gerber and Donald Green adds to the findings from Rosenstone and Hansen. The findings of this project refute those of another political scientist, Markus Prior, who claimed that political inequality rises from having too many platforms to choose from. However, Prior wasn't ready for, or aware of, what Twitter or Facebook would offer.

All major national political events that took place throughout the 2012 general election were followed in real time and cataloged for research in this project. Twitter Government, an account created and monitored by Twitter itself, gathered data on the number of tweets per minute during every presidential debate, during the national conventions, and on Election Day. This project gathered the data provided by Twitter Government and direct tweets from the accounts of Mitt Romney and President Barack Obama (Twitter Government, 2012). The Facebook and Twitter feeds of Obama, Romney and other national politicians were followed before, during, and after the campaign season.

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The heart of the research project, however, focuses on politicians from four state legislatures: California, Oregon, Nevada and Arizona. Politicians from the house or assembly (depending on the state) were counted and tracked on Twitter. After gathering the names of every member of the house, they were located on Twitter and the data was translated into statistics used to describe the makeup of the house and how many members were active twitter users. California and Oregon were analyzed in greater depth than Nevada and Arizona due to the direct interviews with members from those states.

In addition to tracking and analyzing the Twitter and Facebook posts from house/assembly members in California and Oregon, one-on-one telephone interviews were conducted with a handful of members. Representatives Julie Parrish and Jules Bailey of the Oregon Legislature were interviewed. And from California, Representatives Jose Solorio, Nathan Fletcher and Diane Harkey were interviewed. Each representative provided insight into how they use Facebook and Twitter to connect with their constituents and their thoughts on the future of the two platforms. Furthermore, scholars of mass communication were interviewed about their experiments on national politicians' use of social media and the electorate's use of social media. John Parmelee, a professor of communications at the University of Northern Florida, coauthored the book "Politics and the Twitter Revolution: How Tweets Influence the Relationship between Political Leaders and the Public" and discussed the ability for local politicians to harness the power of social media in a way national politicians cannot (Parmelee, 2012). Marcus Messner, an assistant professor of mass communications at the Virginia Commonwealth University, conducted an experiment on Election Day 2012 that tracked how members of the House of Representatives up for election and the presidential candidates spread their get-out-the-vote messages through platforms like Facebook and Twitter (Messner, 2012). Both scholars discussed in the interviews how their findings could be applied to state representatives.

The last element of the project involves my personal work experience at three professional publications where I covered politics and government. Political reporting is not the same and the reason for the changing landscape in newsrooms falls on the



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shoulders of social media, more specifically Twitter. The first hand accounts of reporters' use of Twitter in the Washington bubble, and outside of it from professional newsrooms, were dissected.

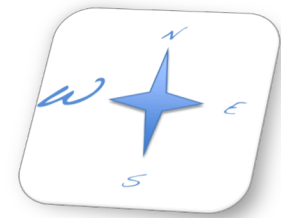
This project asserts - from the background of research described above - that these new media, more specifically Twitter, aren't widening gaps; they are closing them. They can be utilized for mobilization, and local politicians' use of such platforms will be fundamentally different than national politicians.' These technological advances in communication and connection are qualitatively different than any before them because Twitter brings all of the platforms together. In one tweet you can link to your website, blog, news article, or Facebook page, which in turn will hold a video, be it a news clip or one of a politician speaking directly to their audience. TV can't do that; radio can't do that. They aren't interactive, Twitter is.

The methods used when gathering the data included a combination of hard numbers translated into statistics on state representatives' usage of Twitter and Facebook, and direct interviews with the politicians themselves who gave evidence to support or refute assumptions with their testimonies.

The findings supported the project's assertions and added to them. The statistics and data point toward the ever-expanding reach of social media for politicians. The population of Twitter and Facebook users is not hitting a wall. In January of 2013, Facebook reached 1.06 billion monthly users. Twitter is at 500 million. The most retweeted tweet and liked Facebook post did not come from a celebrity or athlete; it came from President Barack Obama's social media accounts. It was a photo of Obama embracing the First Lady and was posted on Election Day - that reveals the power of platforms that allow the public to be a part of spreading the word. Gerber and Green and Rosenstone and Hansen's ideas on mobilization, of asking Americans directly would you vote please, or pushing them to with more one-on-one contact, is important. One-on-one contact can be made through Twitter and Facebook in ways mailing letters, email and TV never could. The new technology of social media adds to these political scientists' studies and its ability to mobilize the American electorate is a new finding from my research that can add to

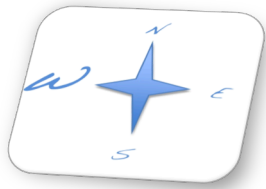
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previous studies.

This can be applied in the local arena. The project revealed that 75 percent of the California Assembly has Twitter accounts. Over half of the Oregon House has Twitter accounts. Over half of the Nevada Assembly has Twitter accounts and 42 percent of the Arizona Assembly has Twitter accounts. Each representative utilized Twitter and Facebook in their own way but were similar in their claims that the platforms are continually expanding, giving them an edge in campaigns, and won't be disappearing anytime soon. Furthermore, the state politicians have the advantage of directly communicating with their constituents via the platforms because they run their own accounts. National politicians don't. The scholars Messner and Parmalee both agreed that these platforms are not fads and will remain in the political game, or at least some form of them will. The possibilities are endless for local politicians because these social media platforms allow a new form of mobilization that has the ability to prove more powerful than any used before. The American people love and want that direct contact through the little devices they can't help parting from and clutch in the palm of their hands.



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Western Educator

Teaching Political Science at the Community College
Dr. Stacey Searl-Chapin
Associate Professor and Chair: Political Science, Mt. San Jacinto College (MVC)

Introduction

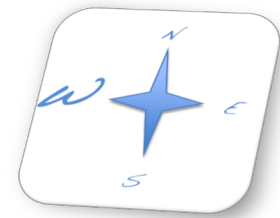
When I started graduate school in political science at the University of California, Riverside, my original “plan” did not involve a permanent teaching position at a local community college. Like many new grad students, I envisioned a career at a 4-year institution, complete with the stresses of a “publish or perish” lifestyle. As my graduate career progressed, and I began teaching (first as a teaching assistant, then as a lecturer and part-time community college instructor while finishing my PhD), it became clear that I found working with students most rewarding. As I completed my dissertation, I continued to work part time at the community college level, as well as gave birth to my son in 2002. I finished my dissertation in 2004, continued as a “part-timer”, and gave birth to my daughter in 2007. In the meantime, my husband (who works in hospital finance) continued to advance in his career. Therefore, when my department chair at Mt. San Jacinto College retired, I applied for and got the position. I began my full-time status in the fall of 2009, and could not be happier.

It is my hope that more academics will consider a career at the community college level. The variety of programs, such as supplemental instruction and honors enrichment, available to a diverse student body with varying levels of need and proficiency is only one aspect of what makes the community college teaching experience so unique and rewarding. Furthermore, such a variety of programs allows me to teach my courses (Introduction to American Government, Comparative Politics, and Political Theory) as I would at a four-year institution.

Community college professors need to be prepared for whoever walks through their door. We work in a classroom full, and believe me our classes are full, of students with

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varying levels of academic preparation, a range of ages, and a mix of ethnicities and cultural backgrounds. My current curriculum cap is 45 students per section. With a teaching load of 5 classes/sections per semester, that is well over 200 students who come through my door each semester.

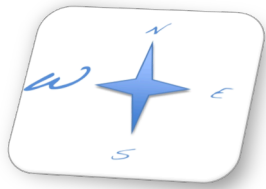
The Value of California Community Colleges

You might ask, what is the value of community college education to California? California community colleges educated 70% of our state's nurses, as well as 80% of fire fighters, law enforcement personnel, and emergency medical technicians. Twenty-eight percent of University of California (UC) graduates, and 55% of California State University graduates started at a California community college. Transfer students from the California community college system to the UC system currently account for 48% of UC's bachelor degrees in the STEM (Science, Technology, Engineering, and Mathematics) fields. California community colleges offer associate degrees and job-training certificates in more than 175 fields, and approximately 25,000 apprentices are educated each year to meet the demand for a skilled workforce. Finally, nearly 50% of all California veterans receiving GI educational benefits attend a California community college for workforce training, to earn an associate degree, or to work toward transferring to a four-year university.¹

The California Community College system is the largest provider of workforce training in the state and nation. For every dollar California invests in students who graduate from college, it will receive a net return of \$4.50 on investment!² Also, according to the California Community Colleges Chancellor's Office, Californians with a college degree will earn \$1,340,000 more over their lifetime than their peers with only a high school diploma, and students who earn a degree or certificate from a California community college nearly double their earnings within three years. Furthermore, the California Community College system is the most cost-effective system of education, with the revenue needed to support one full-time community college student slightly more than \$5000 per year.

¹ <http://californiacommunitycolleges.cccco.edu/PolicyInAction/KeyFacts.aspx>

² *Ibid.*



Finally, the US Bureau of Labor Statistics projects that occupations which require an associate degree will increase by 18% through 2020. This is twice the national average and faster than the new job growth for those with bachelor's degrees.³

So, where does my college, Mt. San Jacinto (MSJC) fit into all of this? MSJC is a 2-year community college, serving a 1700 square mile district with 2 campuses (one in San Jacinto, one in Menifee), and 2 off-campus centers (in Banning and Temecula). MSJC serves nearly 20,000 students of which approximately 90% place into at least one basic skills or developmental English, Math, Reading, or ESL course.⁴ Also, most of our students are the first in their families to complete any level of college, with 36% of our students having neither parent with some college education, 65% with neither parent having received a 2-year degree, and 75% with neither parent having received a BA/BS degree.⁵

MSJC serves an ethnically diverse student population. In Spring 2013, out of nearly 14,000 students, roughly 37% were white, 41% Hispanic, 7% African American, and just over 2% Asian. Of these students, 57% were female and 43% were male.

Unique Opportunities Reflect Student Diversity

One aspect I find most impressive about the community college system is the wide array of opportunities and experiences available to students. Two such programs at MSJC are our Supplemental Instruction (SI) program and our Honors Enrichment Program (HEP). These programs have enriched my teaching experience as well.

Supplemental Instruction (SI)

One of the biggest challenges for a community college instructor is the fact that most of our students lack basic proficiency in reading and writing. As I mentioned above, 90% of MSJC students test into at least one basic skills or developmental Math, English, or ESL course. In addition, many of our students lack basic study skills. The Supplemental Instruction (SI) program at MSJC aims to address these issues.

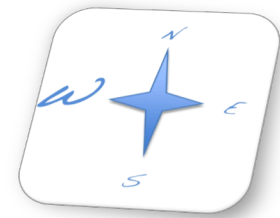
³ *Ibid.*

⁴ <http://www.msjc.edu/CollegeInformation/Administration/InstitutionalResearch/Pages/>

⁵ *Ibid.*

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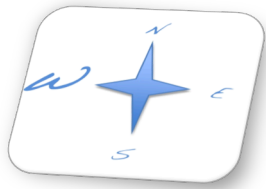
What is SI you ask? SI provides weekly (free) interactive review sessions to students enrolled in targeted historically difficult courses. I currently use SI in one of my PS 101 (Introduction to American Government) classes. It is similar to the Teaching Assistant/Discussion model utilized at 4-year institutions with some key differences. For one, each course designated as an SI section receives an SI leader. SI leaders are current, top MSJC students who have demonstrated strong proficiency in that particular field. These students help other students with course content and help the students develop effective study skills. In addition, SI leaders run peer-facilitated, regularly scheduled SI sessions (usually twice weekly), they attend class lecture, receive training, and serve as model students. SI leaders do not grade student work. Student attendance in SI sessions is voluntary. MSJC piloted the program (which is funded through various grants) in 2006. As of Spring 2013, we have 56 course sections supported with SI. The impact on student success has been significant. From 2006 to Fall 2012, SI student success rates (college-wide passing with a C or better) are at 75%, while non-SI success rates are at roughly 60%.⁶ Anecdotally, my particular students who attend SI regularly tell me they find the SI sessions incredibly helpful, both with the material and in improving study habits. Most of all, they find the SI sessions give them a sense of community and help them make friends.

SI is not only beneficial for the students who attend the sessions. It is also beneficial for SI leaders. SI leaders are recruited, usually by instructors for the program. They are top students in their field/fields, and are often honors students. When surveyed, 66% of SI leaders said their experience with the program reaffirmed their career goals, and that the program improved their teaching, communication, and learning skills.⁷ History student Aaron H., who served as my SI leader for PS 101 in the spring of 2013 said this about the program:

SI has grown to be an integral part of student success here at MSJC. It not only provides a structured learning environment led by a peer facilitator, but it also gives

⁶ MSJC SI Coordinator: Janice Levasseur, MS. Conference presentation at the 5th Annual HIS/Title V Best Practice Conference.

⁷ *ibid*



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the SI leader the opportunity to reinforce their own knowledge on the subject. More unique to my growth as a student has been the chance to extend my professional relationships with my SI instructors outside of the confines of the targeted SI class. These relationships have been a tremendous help in honing my skills as an academic, and they have given me insight on the daily workings of a professor--the career I ultimately wish to pursue.

Aaron hopes to transfer to Harvard, Stanford, or UC Berkeley (to name a few) and ultimately hopes to pursue a graduate degree in history. As an instructor, working with the SI leaders has been equally rewarding. I have worked with multiple leaders over the past several years and have found all of them engaging and eager to learn. Working and collaborating with them has not only given me a chance to discuss political science, but to explore new pedagogical methods.

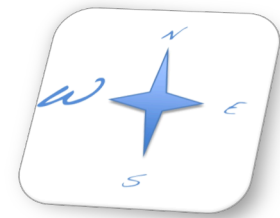
Honors Enrichment Program (HEP)

Mt. San Jacinto's Honors Enrichment Program (HEP) serves over 200 students and aims to equip them with the academic skills necessary for achieving transfer success at four-year universities. The program accomplishes this goal by focusing on providing students with personalized and small group instruction and counseling. Each honors section at MSJC is limited to 5 openings, and is "stacked" on top of the "regular" section. Thus, honors and non-honors students attend the same class together. Limiting the honors section to 5 students facilitates collaboration among honors students in seminar-style learning environments. Yet, embedding honors sections with traditional sections discourages feelings of 'elitism' among honors students and promotes the sharing of knowledge with non-honors peers. In addition to completing the requirements of the traditional section, my honors students are also required to complete a research project and meet with me in a seminar-style meeting on a monthly basis. This allows the students (and myself) to explore the course subject matter in more depth and detail. I find the seminar-style meetings to be on-par with my graduate experience in graduate seminars.

In order to complete the Honors Enrichment Program, honors students must take an honors seminar. These seminars are offered each semester and are organized around a particular theme. They are usually organized/facilitated by one lead instructor, with

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instructors from other disciplines giving guest lectures each week, relating their discipline to the chosen seminar topic. This past fall, I had the opportunity to facilitate an honors seminar covering the 2012 election. To analyze politics and its implications, the seminar took two approaches. The first approach examined the relationship between politics and various academic disciplines (for example, we had presentations on literature, film, history, philosophy, anthropology, nutrition, biology, and environmental science). The second approach focused on campaigns and elections (in particular, the 2012 presidential election). In this narrow sense, the students addressed the questions of, what roles do campaigns and elections play in the democratic process? What is their impact? Do they matter? Ultimately, how do elections and campaigns serve as an expression of “values”? Through these two approaches, students analyzed the role politics plays in society. Students and faculty from a variety of disciplines participated in the weekly symposium on the seminar topic in a multi-disciplinary format. The seminar required synthesis of information, critical analysis of research, and creative responses to issues presented.

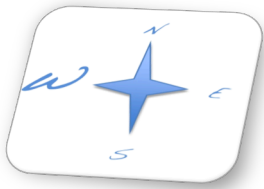
For their HEP seminar assignment, students had to complete a service learning project. To fulfill the project requirements, students had to volunteer, at least 10 hours for the semester, for a political campaign or a non-profit organization, keep a journal of their experience, and do a presentation about their experience at the end of the semester (see Appendix).



MSJC honors student, Danielle C-T.
with Congressman Raul Ruiz (D-CA)

Honors students Jeffery P., who has now transferred to UCLA and is majoring in political science, and Danielle C-T., who is currently an MSJC student, volunteered for Congressman Raul Ruiz’s campaign for California’s 36th Congressional District. The project allowed them real, hands-on political experience, with

Danielle ultimately having the opportunity to meet former president Bill Clinton at a campaign event!



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After the completion of the HEP seminar and election, Jeffery, along with fellow honors student Norberto G. (now a student at UCSD) continued to volunteer for Ruiz's staff. The two then organized an event at the college where winners of an essay contest, along with other members of the college student body and staff, would have the opportunity to have lunch with the Congressman. After the lunch, Congressman Ruiz gave a speech to a packed MSJC theater on the importance of education, where he articulated that personal and social responsibility do not need to be mutually exclusive. On his experience planning and coordinating the event, Jeffery had this to say:



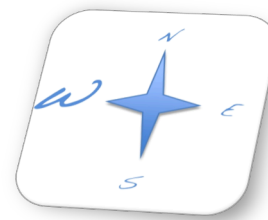
Honors students Norberto G. (left) and Jeffery P. pose with Congressman Raul Ruiz (D-CA), center, at an MSJC event held 4.30.13. Photo Credit: Freddy Garcia, MSJC Talon.

The disconnect between the representatives in our government and the citizens they represent is a problem that political science has allowed me to recognize and develop solutions for. One of the most rewarding solutions to date was an event a colleague and I created with Congressman Raul Ruiz which allowed us to bridge that gap between the representative and the people he is representing in Congress, and as a result, opportunities manifested themselves for both sides creating a stronger sense of representation and community.

Norberto had a similar experience:

The event went off without any problems and one student even commented, "I was waiting for something like this to happen." Days and weeks after the event students and instructors continued complimenting to the success of the event. Days later, even the Congressman extended his personal commendation to a successful event.

It is my hope that this article highlights just some of the many opportunities afforded to community college students and instructors alike. In addition, I hope that those entering the academic job market will consider a career at the community college. It is a rewarding and engaging experience!



Appendix

Honors Enrichment Program Seminar Service Learning Project

The Service Learning Project will give students credit for hours spent volunteering on a campaign in the 2012 Election Cycle (Federal, State, Local or Special District campaign), in a government office or a nonprofit organization. Students will be required to volunteer for 10 hours in the position. The purpose of this project is to present students with the opportunity to see the application of course theories in real life situations.

Students will be responsible for securing their own volunteer placement. Volunteer placements will require the agreement of the organization and the student. The organization and student will need to sign the agreement (document located on BlackBoard).

Assignment includes: (100 pts. Total)

-Completion of a Service Learning Contract signed by the organization and student:

10 pts.

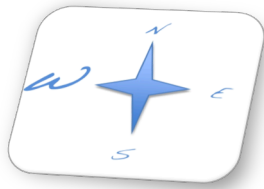
-Completion of the Service Learning Timesheet (to be signed off by the organization) to show proof of service. **30 pts.**

-Reflection Journal. Students will keep a cumulative, guided journal for individual reflection. The journals will be used to record thoughts, observations, feelings, activities and questions throughout the project and relate your experience to materials covered in class.

40 pts.

-Presentation. At the end of the semester, students will present their experiences to the class. Presentations should include: An introduction to and explanation of your group or campaign. A detail of your experiences and duties. A discussion of how your project relates to class and political values. **20 pts.**

Reflection Journals	Requirements: -At least 4 entries, totaling 10-12 pages. Double spaced in acceptable font, standard margins. Entry 1: The first journal entry should be completed BEFORE the first day of your service learning position. The entry should include (1) goals/objectives you intend to accomplish from your service position; (2) how you decided on which service learning project to volunteer for; (3) your experience in establishing your role in the service learning project; (4) brief discussion of the organization your service project is contracted with; and (5) any thoughts, questions, perception you have before starting. Entries 2-3: After at least 2 hours into your service project, discuss the kind of tasks/assignments you have been involved with. In this journal entry feel free to discuss your thoughts and opinions of the project. Entry 4: At the conclusion of your service learning project, students should reflect on: (1) their goals. Were your goals met?; (2) the overall experience of the project. Was the experience valuable, enjoyable, worthwhile, etc?; (3) how did the project relate to the courses to what we are learning in the course. In this section, students must include at least one source (the text book is perfectly acceptable). Make sure to cite the source properly using APA format. Optional: Photos or items taken while completing your service project.
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Western Announcements

Professional Milestones

Dr. Robert Wrinkle will be retiring at the end of this month. Dr. Wrinkle is a Professor for the Department of Political Science completed his doctoral at the University of Arizona and has been sharing his expertise with UTPA since 1974. He was also the founding and Director at the Center for Survey Research in 1998.

Dr. Christina E. Bejarano was promoted to Associate Professor of Political Science with tenure at the University of Kansas.

Dr. Kimala Price was promoted to Associate Professor of Women's Studies with tenure at San Diego State University.

Brad T. Clark was promoted to Associate Professor of Political Science with tenure at Fort Lewis College.

Elizabeth Lowham was promoted to Associate Professor of Political Science with tenure at Cal Poly San Luis Obispo.

Ning Zhang was promoted to Associate Professor of Political Science with tenure at Cal Poly San Luis Obispo.

Dr. Scott Spitzer was promoted to Associate Professor of Political Science with tenure at California State University at Fullerton.

Dr. Daniel Skinner received the Capital University Cotterman Award for Outstanding Advising of and Service to Undergraduate Students.

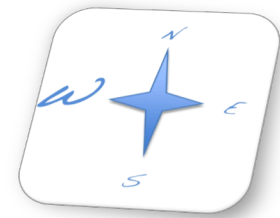
Request for Proposals

Book Manuscripts on Environmental Politics and Theory Wanted

As the Environmental Politics and Theory (EPT) Series Editor for Palgrave Macmillan Publishers, I would like to inform the readership of the Western Political Science Association's *Newsletter* that I welcome manuscripts and manuscript proposals focused on environmental politics and policy, environmental political theory, and environmental ethics.

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For questions and a description of the EPT Series, please write to

Joel Kassiola
e-mail: kassiola@sfsu.edu
Department of Political Science
San Francisco State University

Books Published by WPSA Members, 2012 to 2014

The WPSA brings together academics from a wide range of scholarly interests. To honor the work of our members, we regularly present a list of recently published books. Taking a look through this list gives a small hint at the broad scholarly diversity of our membership. If you have had a book recently published, or one that is about to be released, we would like to know. Please send a complete citation to Richard Clucas at hprc@pdx.edu.

Bruce Altschuler and Michael A. Genovese, eds., *Shakespeare on Politics* (Paradigm, forthcoming 2014).

Julia R. Azari, *Delivering the People's Message: The Changing Politics of the Presidential Mandate* (Cornell University Press, 2014).

Julia R. Azari, Lara M. Brown and Zim G. Nwokora, eds., *The Presidential Leadership Dilemma: Between the Constitution and a Political Party* (SUNY Press, 2013).

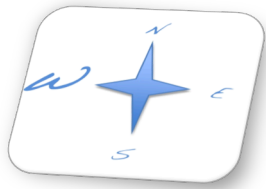
Sikata Banerjee, *Muscular Nationalism: Gender, Violence, and Empire in India and Ireland: 1914-2004* (NYU Press, 2012).

Lisa García Bedolla and Melissa R. Michelson, *Mobilizing Inclusion: Transforming the Electorate Through Get-out-the-Vote Campaigns* (Yale University Press, 2012). Awarded Best Book in Race and Ethnic Politics, American Political Science Association REP Section, 2012-13. Also, recipient of the American Political Science Association Ralph Bunche Award.

Christina E. Bejarano, *The Latina Advantage: Gender, Race, and Political Success* (University of Texas Press, 2013).

James E. Block, *The Crucible of Consent: American Child Rearing and the Forging of Liberal Society* (Harvard University Press, 2012).

Jules Boykoff, *Celebration Capitalism and the Olympic Games* (Routledge, 2013).



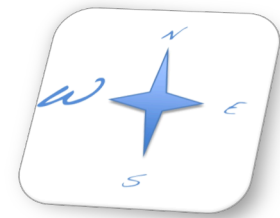
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- Jules Boykoff, *Activism and the Olympics: Dissent at the Games in Vancouver and London* (Rutgers University Press, forthcoming 2014).
- Cynthia Burack, *Tough Love: Sexuality, Compassion, and the Christian Right* (SUNY Press, forthcoming 2014).
- Jon D. Carlson, *Myths, State Expansion, and the Birth of Globalization: A Comparative Perspective* (Palgrave Macmillan, 2012).
- Jon D. Carlson and Russell Arben Fox, eds., *The "State of Nature" in Comparative Political Thought: Western and Non-Western Perspectives* (Rowman & Littlefield, Lexington Books, forthcoming 2013).
- Susan J. Carroll and Kira Sanbonmatsu, *More Women Can Run: Gender and Pathways to the State Legislatures* (Oxford, 2013).
- Susan J. Carroll and Richard Fox, eds., *Gender and Elections*, 3d ed. (Cambridge, forthcoming 2014).
- Stuart Chinn, *Recalibrating Reform and the Limits of Political Change* (Cambridge University Press, forthcoming 2014).
- George Ciccariello-Maher, *We Created Chávez: A People's History of the Venezuelan Revolution* (Duke University Press, 2013)
- Richard A. Clucas and Melody Ellis Valdini, *The Character of Democracy* (Oxford University Press, forthcoming 2014).
- Rose Corrigan, *Up Against a Wall: Rape Law Reform and the Failure of Success* (NYU Press, 2013).
- Thomas E. Cronin and Michael A. Genovese, *Leadership Matters: Unleashing the Power of Paradox* (Paradigm Publishers, 2012). Named one of the ten best leadership books of 2012 by the International Leadership Association.
- Thomas E. Cronin and Michael A. Genovese, *The Paradoxes of The American Presidency*, 4th ed. (Oxford University Press, 2013).
- Andrew J. Douglas, *In the Spirit of Critique: Thinking Politically in the Dialectical Tradition* (SUNY Press, forthcoming 2013).
- Richard J. Ellis, *The Development of the American Presidency* (Routledge, 2012).

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Richard J. Ellis, *The Freedom to Discriminate: The Story of the Boy Scouts of America v. James Dale* (University Press of Kansas, forthcoming 2014).

Richard J. Ellis and Michael Nelson, eds., *Debating Reform: Conflicting Perspectives on How to Fix the American Political System*, 2d ed. (Congressional Quarterly, 2013).

Richard J. Ellis and Michael Nelson, eds., *Debating the Presidency: Conflicting Perspectives on the American Executive*, 3d ed. (Congressional Quarterly, forthcoming February 2014).

Daniel Engster and Tamara Metz, eds., *Justice, Politics, and the Family* (Paradigm Publishers, 2013).

Kathy E. Ferguson, *Emma Goldman: Political Thinking in the Streets* (Rowman and Littlefield, 2013). Paperback edition.

Scott A. Frisch and Sean Q Kelly, *Politics to the Extreme: American Political Institutions in the 21st Century* (Palgrave-Macmillan, forthcoming 2013).

Marcus Tullius Cicero, "*On the Republic*" and "*On the Laws*," translated by David Fott, with introduction, notes, and indexes, Agora Editions (Cornell University Press, 2013).

Scott Frisch, Doug Harris, Sean Q. Kelly, and David Parker, *Doing Archival Research in Political Science* (Cambria Press, 2012).

Michael A. Genovese and Janie Steckenrider, eds. *Women as Political Leaders* (Routledge, 2013).

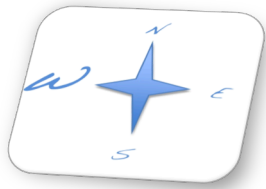
Michael A. Genovese, *A Presidential Nation* (Westview Press, 2013).

Michael A. Genovese, *Building Tomorrows Leaders Today* (Routledge, 2014).

Brien Hallett, *Declaring War: Congress, the President, and What the Constitution Does Not Say* (Cambridge University Press, 2012).

Mark Kaswan, *Happiness, Democracy and the Cooperative Movement: The Radical Utilitarianism of William Thompson* (SUNY Press, forthcoming 2014).

William Lammers, Michael A. Genovese, and Todd Belt, *The Presidency and Domestic Policy* (Paradigm, forthcoming 2014).



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Chad Lavin, *Eating Anxiety: The Perils of Food Politics* (University of Minnesota Press, 2013).

Jan Leighley and Jonathan Nagler, *Who Votes Now? Demographics, Issues, Inequality, and Turnout in the United States* (Princeton University Press, forthcoming 2013).

Nancy Luxon, *Crisis of Authority: Politics, Trust, and Truth-telling in Freud and Foucault* (Cambridge University Press, 2013).

Cecelia Lynch, *Interpreting International Politics* (Routledge, forthcoming 2013).

Samantha Majic, *Sex Work Politics: From Protest to Service Provision* (University of Pennsylvania Press, forthcoming 2013).

Sarah Marusek, *Politics of Parking: Rights, Identity, and Property* (Ashgate, 2012).

Mark Fathi Massoud, *Law's Fragile State: Colonial, Authoritarian, and Humanitarian Legacies in Sudan* (Cambridge University Press, 2013).

Sharon H. Mastracci, Mary E. Guy, and Meredith A. Newman, *Emotional Labor and Crisis Response: Working on the Razor's Edge* (M.E. Sharpe, 2012). Winner of Best Book Awards from the Academy of Management's Public & Nonprofit Division and the American Society for Public Administration's Section on Personnel and Labor Relations).

John Allphin Moore, Jr., and Jerry Pubantz, *Is There a Global Right to Democracy? A Philosophical Analysis of Peacekeeping and Nation Building* (Mellon Press, 2012).

Jeanne Morefield, *Empires without Imperialism: Anglo-American Decline and the Politics of Deflection* (Oxford University Press, forthcoming 2014).

Lars Rensmann and Samir Gandesha, eds., *Arendt and Adorno: Political and Philosophical Investigations* (Stanford University Press, 2012).

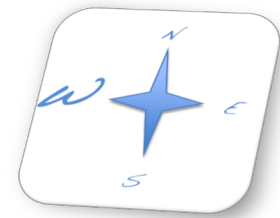
Patrick Roberts, *Disasters and the American State: How Politicians, Bureaucrats, and the Public Prepare for the Unexpected* (Cambridge, forthcoming 2013).

J.L. Schiff, *Burdens of Political Responsibility: Narrative, Ontology, Responsiveness* (Cambridge, forthcoming 2014).

Michael J. Shapiro, *Studies in Trans-Disciplinary Method: After the Aesthetic Turn* (Routledge, 2012).

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Reginald S. Sheehan, Rebecca D. Gill, and Kirk A. Randazzo, *Judicialization of Politics: The Interplay of Institutional Structure, Legal Doctrine, and Politics on the High Court of Australia* (Carolina Academic Press, 2013).

Betsy Sinclair, *The Social Citizen* (University of Chicago Press, 2012). Recipient of the American Political Science Association Gladys M. Kammerer Award.

Marek Steedman, *Jim Crow Citizenship: Liberalism and the Southern Defense of Racial Hierarchy* (Routledge, 2012).

Michael J. Struett, Jon D. Carlson, and Mark T. Nance, eds., *Maritime Piracy and the Construction of Global Governance* (Routledge, 2012).

Mehran Tamadonfar and Ted G. Jelen, eds., *Religion and Regimes: Support, Opposition, or Separation* (Lexington, forthcoming 2013).

Nicholas Tampio, *Kantian Courage: Advancing the Enlightenment in Contemporary Political Theory* (Fordham University Press, 2012).

Shira Tarrant, *Men Speak Out: Views on Gender, Sex, and Power*, 2d ed. (Routledge, 2013).

Shira Tarrant and Marjorie Jolles, eds., *Fashion Talks: Undressing the Power of Style* (SUNY Press, 2012).

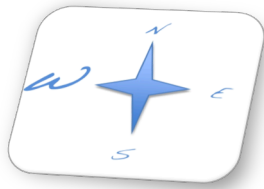
Shira Tarrant and Lynn Comella, eds., *New Views on Pornography: Sexuality, Politics, and the Law*, 2 volumes. *Volume 1: Foundations and Controversies; Volume 2: Impacts and Effects* (Praeger, forthcoming 2014).

Charles C. Turner et al., *Introduction to American Government*, 7th ed. (BVT Publishing, 2014).

Joseph E. Uscinski, *The People's News: Media, Politics, and the Demands of Capitalism* (NYU Press, forthcoming 2014).

Justin S. Vaughn and Jennifer R. Mercieca, *The Rhetoric of Heroic Expectations: Establishing the Obama Presidency* (Texas A&M University Press, 2014).

Richard W. Waterman, *The Changing American Presidency: New Perspectives on Presidential Power* (Cengage Publishing, 2013).



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Richard W. Waterman, Carol L. Silva and Hank C. Jenkins-Smith, *The Presidential Expectations Gap: Public Attitudes Concerning the Presidency* (University of Michigan Press, 2013).

Julie Webber, *The Cultural Set Up of Comedy* (Intellect Books, forthcoming 2013).

Angelia R. Wilson, *Why Europe is Lesbian and Gay Friendly (And Why America Never Will Be)* (SUNY Press, 2013).

Mariah Zeisberg, *War Powers: The Politics of Constitutional Authority* (Princeton University Press, 2013).

NEH Seminar Announcement

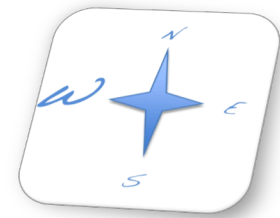
Overview: The seminar will begin with “the Socrates Problem,” which concerns the difficulty in discerning what the historical Socrates was like from inconsistent ancient sources. The remaining four weeks will focus on the main areas that philosophers and scholars generally agree are the most interesting ones from the point of view of contemporary philosophy: Socrates’ doctrine of obedience to civil law, which seems to oppose modern liberalism and its conception of individual autonomy; Socrates’ profession of ignorance and its implications for human inquiry and for what human knowledge would be, if someone were to achieve it; Socrates’ eudaimonism—the doctrine that value is to be understood in terms of human happiness or flourishing; and Socrates’ commitment to intellectualism, both in the explanation of human motivation and also in terms of how virtue is to be understood, so that in either case, cognition, rather than emotion or some other desiderative element, will be central to explanation.

All pertinent information on the seminar may be found at its website:

<https://sites.google.com/a/lclark.edu/ndsmith/neh-summer-seminar-on-socrates>

Inquiries may be address directly to me at this email address.

Sincerely,
Nicholas D. Smith
Department of Philosophy & Classics Program



Job Announcements

University of Portland: International Relations

Rank: Assistant Professor

Subfield(s): International Relations

Specializations: International Security, Middle East, China, Russia, International Energy/Environmental Security

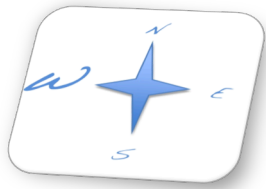
The Department of Political Science at the University of Portland invites applications for a tenure track position of Assistant Professor of Political Science to begin August 2014. The successful candidate will have experience and abilities to teach upper division undergraduate courses in International Security, U.S. Foreign Policy, and an introductory course in American Politics. Ability to teach courses in International Security and the Middle East, China, and/or Russia, and/or Energy/Environmental Security is preferred. Excellence in teaching, advising students, thesis supervision, ongoing scholarly development, and service to department and university are expected for promotion and tenure. Support of the university's mission as a comprehensive, Catholic, teaching university is expected. Ph.D. in hand at appointment is required. Electronically submit cover letter, c.v., graduate transcripts, at least three letters of recommendation and supporting materials by November 15, 2013, to polisci@up.edu. Electronic submissions are preferred; if necessary, send paper materials to Bill Curtis, University of Portland, Dept. of Political Science, 5000 N. Willamette Blvd., Portland, OR 97203.

A background investigation check is required before final hiring procedures can be completed.

Founded in 1901, the University of Portland is a private, comprehensive, Catholic university of 3800 students with a mission of teaching and learning, faith and formation, service and leadership. We are an EQUAL OPPORTUNITY EMPLOYER striving to employ personnel at all levels who will support and enhance our educational mission and purpose. Please visit our website at www.up.edu for more information about this position and the University.

Purdue University: Environmental Justice and Community Resilience

As part of a university-wide cluster hire in the area of "building sustainable communities," the Department of Political Science is seeking applications for a tenure track, assistant professor position focused on the politics of environmental justice and community resilience. Potential areas of interest include how gender, race, class, ethnicity, or identities affect the unequal distribution of environmental benefits and burdens and/or community resilience in the face of environmental change. We are also interested in research on efforts to address environmental and social inequalities through international,



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cross-national, and/or domestic political action, including but not limited to work on norms and norm change, protest and resistance movements, and community-based conservation and resilience efforts. The primary field of specialization within political science is open. The successful candidate will add to the political science department's identified strengths in environmental politics as well as the politics of race, ethnicity, gender, and class. The successful candidate will be expected to teach graduate and undergraduate courses in the areas of environmental politics and policy as well as other appropriate courses in his or her subfield. A Ph.D. in Political Science, Environmental Studies, or a related discipline is required. Joint appointments are possible in other academic units participating in the cluster hire, including Anthropology, Communication, Philosophy, and Engineering.

The successful candidate will have a demonstrated potential to play a vital role in Purdue's new "building sustainable communities" initiative dedicated to finding new approaches to addressing major environmental and sustainability challenges. Purdue's Center for the Environment will serve as the interdisciplinary hub for this research community. Purdue also hosts several interdisciplinary undergraduate and graduate programs focused on sustainability, including undergraduate degrees in environmental & ecological engineering and natural resources and environmental science, as well as a graduate program in Ecological Sciences and Engineering. The successful candidate will be expected to participate in and contribute to these programs as well. More information on the cluster hire is available at www.purdue.edu/sustainablecommunities.

Application materials should be submitted electronically as .pdf attachments to acheever@purdue.edu. Applications should include curriculum vitae, graduate transcript, three letters of reference, samples of written work, instructional materials such as syllabi and course evaluations, and a cover letter discussing the applicant's commitment to and experience with interdisciplinary research and teaching relevant to the cluster. Review of applications will begin September 15, 2013, and continue until the position is filled. Questions should be addressed to search committee co-chairs Dr. Leigh Raymond (lraymond@purdue.edu) or Dr. Daniel Aldrich (daldrich@purdue.edu). A background check will be required for employment in this position. Purdue University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce.

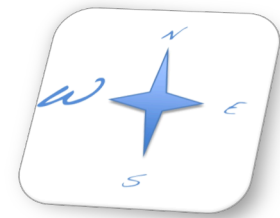
California State University Chico: Criminal Justice

The Position: The Political Science Department is searching for a tenure track assistant professor to start August 2014. California State University, Chico is seeking faculty who are competent in their field, collaborative with colleagues and staff, and committed to student success. Position is contingent on funding. **As a university that educates students of various ethnic and cultural backgrounds, we value a diverse faculty and staff. Chico welcomes applicants who are knowledgeable about and interested in working within a**

Join us in Seattle for the 2014 WPSA Conference April 17th-19th. 27

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cross-cultural learning environment. We also welcome those who share a passion and commitment to the University's Strategic Priorities-
<http://www.csuchico.edu/vpaa/wasc/StrategicPrior/>.

Minimum Qualifications: The minimum education requirement for appointment to this position is a Ph.D. in political science, criminal justice, or related areas. Candidates nearing completion of the doctorate may be considered; however, the doctorate must be complete prior to the first day of appointment. Candidates are subject to a criminal records check.

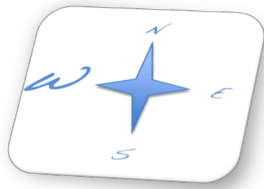
Preferred Qualifications: In addition to the responsibilities listed below, the successful candidate will also have subfield expertise that qualifies them to teach courses in one or more of the following areas: **Criminal Justice** (courses such as POLS 352 Policing, POLS 353 Corrections, POLS 459D Senior Capstone Seminar in Criminal Justice, 460E Police Administration and Management), **Public Policy** (courses such as POLS 460A Introduction to Public Administration, POLS 471A Public Policy Formation, POLS 459B Policy Issues in Criminal Justice), or **Law and Courts** (courses such as POLS 459A Criminal Procedure, POLS 365 Justice System Administration, POLS 259A Criminal Law).

Responsibilities: This tenure-track position carries responsibilities in the areas of teaching, scholarship, and service. The successful candidate will be expected to teach Introduction to Political Inquiry (POLS 331). This is a scope and methods course that emphasizes writing and is required of all majors in our department's five undergraduate programs (General Political Science, Legal Studies, Criminal Justice, Public Administration, and International Relations). A more advanced methods course (POLS 421 Methods of Political Inquiry) would also be available to teach. Teaching assignments are based upon qualifications of the individual and the needs of the department.

Salary: Salary commensurate with education and experience.

The Department: The Department of Political Science offers undergraduate degrees in political science (including an option in legal studies), criminal justice, international relations, and public administration, as well as a political science M.A. and the M.P.A. We have an exciting curriculum, with numerous options to meet a host of academic interests, and an active and productive faculty committed to excellence in teaching and scholarship. About 1000 students major in our programs. Additional information about our Department is available at: <http://www.csuchico.edu/pols>. Additional information about the College of Behavioral and Social Sciences is available at: <http://www.csuchico.edu/bss/index.shtml>.

Closing Date: Review of applications will begin on October 18 and continue until the position is filled.



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How to Apply: All applicants must complete the Application for Academic Employment Form, which is available on-line at <http://www.csuchico.edu/faaf/facultyrecruit/facultyapplication.docx> to be submitted with to be submitted with curriculum vitae or resume, complete set of transcripts, three letters of recommendation, writing sample, and teaching evaluation(s) to:

Matt Thomas, Search Committee Chair
Department of Political Science
California State University, Chico
Chico, CA 95929-0455
mthomas@csuchico.edu

An annual security report disclosing crime statistics for California State University, Chico can be obtained by contacting the Chico State University Police Department (530-898-5555)

or by accessing the following website: www.csuchico.edu/up/clery_report.shtml

For disability related accommodations please call ADA Coordinator at (530) 898-6771.

CSU, Chico is an Equal Opportunity / Affirmative Action Employer and also only employs individuals authorized to work in the U.S.

California State University at Fullerton:

- 1) **Public Finance and Budgeting**
- 2) **Urban Politics and Policy**

The Division of Politics, Administration and Justice at California State University, Fullerton, invites applications for two separate tenure-track position as Assistant Professors of Political Science with the appointment beginning in Fall, 2014.

Position: Public Finance and Budgeting

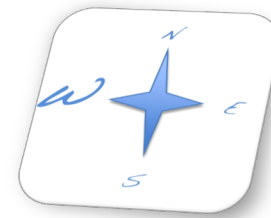
We seek applicants in the field of Public Administration. The position will involve teaching, research, and service in Public Administration in a NASPAA accredited M.P.A. program, and in our B.A. in Public Administration. We are particularly interested in candidates able to teach courses in public finance and budgeting. 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

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- A Ph.D. in Public Administration, Political Science or a related field is required by the time of appointment.
- Ability to teach general Public Administration courses at the undergraduate and graduate level.
- Ability to interact effectively with a wide and culturally diverse range of students and colleagues.
- Preference will be given to applicants with a background in Public Finance and Budgeting.
- Preference will be given to applicants who have taught effectively in the past.

Position: Urban Politics and Policy

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 Urban Politics, Policy, and Management.

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 Political Science, Public Administration, or a related field is required by the time of appointment.
- Ability to teach general Public Administration courses at the undergraduate and graduate level in Urban Politics and Policy.
- Ability to interact effectively with a wide and culturally diverse range of students and colleagues.
- Preference will be given to applicants with a background in Urban Management.

Preference will be given to applicants who have taught effectively in the past.

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 retirement through the state system, along with



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optional tax-sheltering opportunities. For a detailed description of benefits, go to:
http://hr.fullerton.edu/documents/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:

Professor Stephen Stambough
Chair, 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, 2013. Position is open until filled.

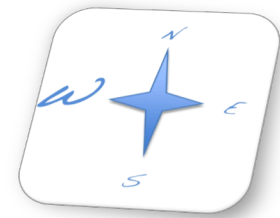
The person holding this position is considered a 'mandated reporter' under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.

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

Achieving A Climate of Success Through Diversity & Equity

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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.