

Department of History and Political Science

Program Review
2010 - 2011 Academic Year

Department Chair: Dr. Richard Gelm
Program Review Chair: Dr. Jason Neidleman
Secretary: Kristin Howland

Executive Summary

The Department of History and Political Science offers majors in history, political science, international studies, and social studies and minors in history, political science, and international studies. With few exceptions, all courses for the majors are taught by full-time faculty. The majors can be completed in 44 units for Political Science, 44 for History, 44 for International Studies and 56 for Social Studies. The number of graduates among the on-campus traditional students has remained relatively stable at around 12 for Political Science and six for History. All majors are advised by full-time faculty.

The learning outcomes for the Department's majors include the development of critical thinking and research skills, preparation for graduate study and careers in the public and private sector, demonstrated understanding of the theory and application of students' respective fields, and application of a comparative international or cross-cultural perspective.

The assessment procedures included a senior exit survey, alumni survey, student focus group, analysis of syllabi, a senior exit exam, and senior project evaluations. The findings suggest the following:

1. Students are acquiring a solid foundation in critical thinking, writing, analytical, and research skills. In 2006, the data was not as finely tailored to this learning outcome as it could have been had the surveys more directly solicited information about this learning outcome. Those alterations have now been made, and the Department should be able to effectively collect information on this learning outcome going into the future.
 2. Graduates are well-prepared for graduate study, as well as for careers in the public and private sector.
 3. Students are developing a critical understanding of the historical and political context within which they can meaningfully understand their life experiences. In 2006, the data was not as finely tailored to this learning outcome as it could have been had the surveys more directly solicited information about this learning outcome. Those alterations have now been made, and the Department should be able to effectively collect information on this learning outcome going into the future.
- As suggested in the 2006 program review, concrete steps—informal gatherings, the creation of a student lounge, a renewed commitment to advising—have been taken to connect faculty to students and students to one another.
4. Students are developing an understanding of the theory and application of their respective fields.
 5. The breadth and character of courses in the Department reflect attention to a comparative international or cross-cultural perspective. Methods for collecting data on this outcome have been improved. Students' most substantial criticism is that they are not offered a sufficient number of courses on a variety of regions and topics.

Recommendations for action include:

1. Broaden course offerings.

- Hire a faculty member specializing in the history of Latin America with the competence and ambition to teach courses on at least one additional region.

2. Each faculty member should review all his or her syllabi and indicate how he/she might more effectively meet the Department's learning outcomes.

3. Each faculty member should attend periodic advising workshops and/or participate summer advising.

4. The Department should bring in more outside speakers, possibly in conjunction with the International Studies Institute, so as to add to the diversity of voices represented in the Department.

5. The Department's office space should be reconfigured so as to facilitate improved interaction between and among faculty, students, and staff.

6. The Department should consider incorporating more hands-on experiences in courses, internships and/or in other programs.

I. Program Mission

The mission of the Department of History and Political Science is to cultivate in students an understanding of historical and political movements and ideas, skills in analysis and logic, and an appreciation for life-long learning.

II. Program Learning Outcomes

Outcome 1: Students will develop critical thinking, writing, analytical and research skills.

Outcome 2: Students will demonstrate an understanding of the theory and application of their respective fields.

Outcome 3: Students will develop a critical understanding of the historical and political context within which they can meaningfully understand their life experiences.

Outcome 4: Students will make use of a comparative international or cross-cultural perspective.

Outcome 5: Students will be prepared for graduate study, as well as for careers in the public and private sectors.

III. Program Capacity and Description

A. Faculty

Table 1: Full-time Faculty Profile

Name	Highest Degree	Year Degree Obtained	Degree Area or specialization	Faculty Status	Year Hired
Gitty Amini	PhD	2001	Political Science	Associate Professor	2002
Richard Gelm	PhD	1991	Political Science	Full Professor	1991
Kenneth Marcus	PhD	1992	History	Full Professor	2001
Jason Neidleman	PhD	1999	Political Science	Full Professor	2001
Steve Sayles	PhD	1978	History	Full Professor	1982

Table 2: Adjunct Faculty Profile
(active since Fall 2009)

Name	Highest Degree	Year Degree Obtained	Degree Area or specialization	Adjunct faculty status-title	Teaching since
Hal Sweet	MA	1992	History	Adj. Instr.	2000 (ULV)
Greg Cumming	PhD	2010	History	Sen. Adj. Prof	2003 (ULV)
Tom Caughron	PhD	1980	History	Sen. Adj. Prof	1975 (ULV)
Steve Slakey	MA	1974	Urban Geog.	Sen. Adj. Instr.	1996 (ULV)
Blake Harrison	JD	2010	Law	Adj. Prof.	2011 (ULV)
Mariusz Ozminkowski	PhD	1999	Political Sci.	Adj. Prof.	1996 (ULV)

Table 3: Percentage of courses taught by PT and FT faculty

Faculty	2008-2009	2009-2010	2010-2011
% taught by FT faculty on load	71.5 %	86.6%	73%
% taught by FT faculty overload	12.5%	6.7%	5%
% taught by PT Faculty	16%	6.7%	22%

B. Organization

The Department of History and Political Science offers majors in history, political science, international studies, and social science and minors in history, political science, and international studies.

It also houses the International Studies Institute, the Pre-law advisor, and the Model United Nations Program.

C. Students and Majors

Table 4: Department of History and Political Science Graduation Statistics by Term (Spring 2003-Spring 2006)

Term Graduated	History	International Studies	Political Science	Social Science	Totals by Term
Spring 2003	8	1	7	4	20
Summer 2003	2				2
Fall 2003			5	2	7
Interterm 2004		1			1
Spring 2004			6	6	12
Summer 2004			3		3
Fall 2004			10	4	14
Winter 2004-5			4		4
Spring 2005	7		10	3	20
Fall 2005			1		1
Summer 2005			1	1	2
Spring 2006	5	1	7	1	
Totals	22	3	54	21	86

Academic Yr.	History	International Studies	Political Science	Social Science	Totals by Term
2007	12	1	7	3	23
2008	6	1	12	3	22
2009	4	1	17	4	26
2010	5	1	9	2	17
2011	7	1	14	1	23
Totals	39	6	73	15	133

As the above tables demonstrate, majors have grown in both History and Political Science. The first table includes the data used in the Department's previous program review.

D. Course Enrollments

Course enrollments are given in Appendix II. Where small numbers appear it is almost always a reflection of a course that is cross-listed and has a total enrollment over 10. PLSC 397 and 497 are the department's internship courses and the 499s are the Senior Seminar. Very occasionally, courses have enrollments under 10. This occurs in elective courses not specifically required for the major. These courses are necessary for majors to round out their major requirements.

E. Program Map

Table 6: Program Map

Course prefix and number	Course Title	2009-2010	2010-2011	2011-2012	2012-2013
Hist 101	World Civilizations I	X	X	X	X
Hist 102	World Civilizations II	X	X	X	X
Hist 110	US History & Cultures	X	X	X	X
Hist/PLSC 311	Development of Am. Demo. I	X	X	X	X
Hist/PLSC 312	Development of Am. Demo. II	X	X	X	X
Hist 316	California History		X		X
Hist 317	Los Angeles: The Study of a City		X		X
Hist 323	American Civil War		X		X
Hist 332	Medieval & Renaissance Europe		X		X
Hist 333	Early Modern Europe	X	X		X
Hist 336	French Revolution	X			X
Hist 337	19 th Century Europe	X		X	
Hist 353	History of Mexico			X	
Hist 389	Approaches to History	X		X	X
Hist 410	The American West		X		X
Hist 411	Civil War & Reconstruction			X	
Hist 412	Great Depression & WWII	X			X
Hist 413	United States Since WWII			X	
Hist/Plsc 414	Western Film in American Culture	X	X	X	X
Hist 425	Intellectual History of the US			X	
Hist 439	Modern Europe, 1900-Present		X		X
Plsc 301	American Govt. & Politics	X	X	X	X
Plsc 320	Political Behavior		X		X
Plsc 321	Political Parties & Interest Groups			X	
Plsc 351	International Relations	X	X	X	X

Plsc 352	Model United Nations	X	X	X	X
Plsc 363	Politics of Developing Nations			X	
Plsc/Phil 371	Classical Political Philosophy		X	X	X
Plsc/Phil 373	Modern Political Theory	X	X	X	X
Plsc/Hist 378	American Political Thought	X	X	X	
Plsc 389	Study of Politics	X	X	X	X
Plsc 397	Community Political Interns	X	X	X	X
Plsc/Hist 407	Constitutional Law		X	X	X
Plsc/Hist 409	Special Topics: Govt. & Politics Of Latin America	X			
Plsc/Hist 409	Special Topics: Gender in Politics	X			X
Plsc/Hist 409	Special Topics: Govt & Pol. Of Pacific Rim		X		X
Plsc/Hist 409	Special Topics: The Reagan Years			X	
Plsc 410	Congress & the Presidency	X	X		X
Plsc 416	State & Local Government	X		X	
Plsc 420	Peace and War		X		X
Plsc 452	Comparative Govt. & Politics	X	X	X	X
Plsc 456	Comparative Foreign Policy	X			X
Plsc/Hist 464	Modern China & Japan			X	
Plsc/Hist 469	Govt. & Politics of Middle East	X	X	X	X
Plsc/Hist 471	American Foreign Policy			X	
Plsc 497	Political Internship	X	X	X	X
Plsc/Hist 499	Senior Seminar	X	X	X	X
Geog 201	Geography 201	X	X	X	X

A major in History comprises 44 units, while Political Science requires 44 units, International Studies requires 44 units, and Social Science requires 56 units. For all majors, completion of a senior project is required, consisting of original research in the student's major field.

The Department has worked to connected Senior Seminar (PLSC 499) and Study of Politics (PLSC 389) as a junior/senior sequence, creating a kind of learning community for many students who

matriculate through the courses together. History also has a methods course (HIST 389) that leads in to Senior Seminar (HIST 499).

F. Curriculum Map

Table 7: Learning Outcomes covered in Course Syllabi

Course Number	Course Title	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
PLSC 301	American Government & Politics	3	2	3	0	2
PLSC 304	Contemporary Legal Issues	3	2	3	1	3
PLSC 320	Political Behavior	2	2	3	0	2
PLSC 321	Political Parties & Interest Groups	2	2	3	0	2
PLSC 351	International Relations	3	3	3	3	3
PLSC 352	Model United Nations	3	1	3	3	2
PLSC 363	Politics of Developing Nations	3	3	3	3	3
PLSC 371	Classical Political Philosophies	3	3	3	2	3
PLSC 373	Modern Political Theory	3	3	3	2	3
PLSC 378	American Political Thought	3	3	3	1	3
PLSC 389	The Study of Politics	3	3	1	0	3
PLSC/HIST 407	Constitutional Law	3	3	3	1	3
PLSC 410	Congress and the Presidency	3	3	3	0	3
PLSC 416	State and Local Politics	3	3	3	1	3
PLSC 420	Peace and War	3	3	2	2	3
PLSC 426	Political Ethics	2	3	3	2	2
PLSC 451	International Law & Organizations	2	1	1	2	2
PLSC 452	Comparative Government & Politics	3	3	3	3	3
PLSC 456	Comparative Foreign Policy	3	2	3	3	2
PLSC/HIST 469	Government & Politics of the Middle East	3	3	3	3	3
PLSC 471	American Foreign Policy	3	3	3	2	3
GEOG 201	Introduction to Geography	2	2	3	1	2
HIST 101	World Civilizations I	1	2	2	2	1
HIST 102	World Civilizations II	1	3	3	2	1
HIST 110	United States History & Cultures	3	2	3	2	2
HIST/PLSC 311	Development of American Democracy I	3	2	3	1	3
HIST/PLSC 312	Development of American Democracy II	3	1	3	1	3
HIST 316	California History	3	1	3	3	3
HIST 317	Los Angeles: Study of a City	3	2	3	3	3
HIST 323	American Civil War	1	1	2	1	2
HIST 332	Medieval & Renaissance Europe	3	2	3	3	3
HIST 333	Early Modern Europe	3	2	3	3	3
HIST 336	French Revolution and Napoleon	3	2	2	3	3
HIST 337	Nineteenth Century Europe	3	3	3	3	3

HIST 351	History of Latin America	1	1	1	2	1
HIST 353	History of Mexico	2	1	3	2	2
HIST 389	Approaches to History	3	3	3	3	3
HIST 410	The American West	3	2	3	2	3
HIST 411	Civil War & Reconstruction	3	2	3	1	3
HIST 412	Great Depression & WWII	2	2	3	1	3
HIST 413	United States Since WWII	3	2	3	2	3
HIST 414	Western Film	3	2	3	1	2
HIST 437	US Foreign Policy	1	1	3	3	2
HIST 439	Modern Europe, 1900-present	3	2	3	3	3
HIST/PLSC 464	Modern China & Japan	3	3	3	3	3

Legend	
Score	Extent to which competency is satisfied
0	Not at all
1	Somewhat
2	Moderately
3	Thoroughly
	N/A

Analysis of Data

Although not every course meets every outcome thoroughly or even moderately, taken together students who complete a major in History or Political Science will be thoroughly exposed to all of the Department's learning outcomes.

G. Comparison to Similar Institutions

Table 8: Political Science Degree Requirements at Comparison Institutions

ULV Courses Required	Occidental	Redlands	Pepperdine	Cal Lutheran
	Two international relations courses	American National Government and Politics	The American People And Politics	Scope and Methods of Political Science
	One course from each of the following areas: a. American Politics and Public Policy; b. Political Theory; c. Public Law; d. Comparative Politics and Area Studies	Introduction to World Politics	One course from Four of these Five Areas: a. Comparative Government & Politics; b. Methodology; c. Political Theory; d. American Government and Politics; e. International Relations	One of the Following: a. Theory and Practice of American Government; b. American National Government; c. Multiculturalism, Race, and Politics in the United States; or d. Introduction to Political Science
	Politics 101 American politics and public policy	One course in Comparative Politics		One of the Following: a. Ancient Political Thought; b. Modern Political Thought; c. American Political Thought
	Senior seminar	One course in Political Theory		Capstone: Global Leaders and Leadership
		One course in Political Methods		
		One course in International Relations		
		One course in American Politics		
		Two advanced Seminars		
Elective				
	Two courses from any area		Four courses from any area	Four courses from Any area
Support				
	Junior writing Seminar			

Table 9: History Degree Requirements at Comparison Institutions

ULV Courses	Occidental	Redlands	Pepperdine	Cal Lutheran	
Required					
	History Colloquium (approaches to History)	World History to 1450	History of the American Peoples	World Civilizations Before 1500	
	Senior Seminar	World History since 1450	Western Heritage I	World Civilizations Since 1500	
	Three surveys from different geographical areas	American Civilization I	Western Heritage II	American History to 1877	
		American Civilization II	Western Heritage III	American History since 1877	
		Historiography and Research	Introduction to Research	Introduction to The Study of History (1 unit)	
		Senior Seminar	Historiography	Introduction to The Study of History (1 unit)	
			Senior Thesis a & b (one unit each)	History and Historians (capstone)	
Elective					
	Five courses at least one of which must be from the pre-modern period	Five courses, one of which must be from each of the following areas: a. Europe; b. Asia; c. Africa, Latin America, or the Middle East	Eight courses from any area	Two courses	
Support					
			American People and Politics		

Having reviewed the programs offered and similar institutions, the History and Political Science faculty determined that the Department's major requirements are similar and in line with comparison institutions. Like these institutions, our requirements reflect the particular identity and philosophy of our faculty and students.

G. Advising

Only full-time faculty members advise traditional age undergraduate students. Appendix III shows the faculty advisors and their advisees. The number of advisees assigned to faculty range from 4 to 33. In 2006 the variability was 4 to 42. Since the last review there has been movement toward a more equitable distribution of advisees. With the imminent hire of a new member of the department (and the retirement of the faculty member advising only four students), the distribution of advisees will be spread out even more equitably.

Advisees are assigned based on the expertise of the faculty member. Consequently there will always be some variability with respect to the number of students advised by any particular faculty member.

In 2004, the Department began to offer an annual seminar on career opportunities for students majoring in History and Political Science.

H. Facilities Inventory

Table 10: Inventory of Equipment and Space

Type of Equipment	Number	Adequate (yes/no)	Need	
Computers	7	No	1 for PT faculty	
Printers	2	Yes		
Fax	1	Yes		
Scanner	1	Yes		
Desks	8	Yes		
Desk chairs	8	Yes		
Space	6 offices in suite	No	Reconfigure space to accommodate all faculty and students in one area	
	1 separate PTF ofc			
	Small student Lounge			

IV. Assessment Procedures

The following procedures were used to assess learning outcomes.

A. Alumni Survey

Alumni who graduated from ULV with a major in the Department of History and Political Science were surveyed. Surveys were sent out by mail and were returned by 29 alumni. Appendix IV includes the specific answers given by respondents as well as a table aggregating their responses.

B. Syllabus review

Recent syllabi and course outlines were reviewed for each of Department's courses to identify different areas of competency and the degree to which they were covered. Table 7 (above) displays the results of that review.

C. Student Focus Group

Michelle Alfaro led a focus group composed of students in the Department's Senior Seminar. She asked students about the Department's strengths, weaknesses, opportunities and solutions. The results can be found in Appendix V.

D. Senior Exit Survey

Seventy-eight exit surveys were administered to graduating students in the senior seminar course. The results are reported in Appendix VI.

D. Exit Exam

Exit exams were given in the senior seminar course. Different exams were designed for History and Political Science graduates and were tailored to their selection of courses. Examples of the exit exams appear in Appendix VII. Unfortunately, the multiple choice framework of the exam is not fully representative of the typical questions asked within the Department's majors. Nonetheless, questions were written to elicit the kind of knowledge emphasized in those majors.

E. Senior Project Evaluations

i. Evaluation of Written Project

Beginning in the fall semester of 2005, instructors began to complete standardized evaluations of written senior projects. This allows the Department to assess its progress with respect to the quality of senior projects.

ii. Evaluation of Oral Presentation

Beginning in the fall semester of 2005, instructors began to complete standardized

evaluations of oral presentations of senior projects. This allows the Department to assess its progress with respect to the quality of oral presentations of senior projects.

Data from senior project evaluations can be found in Appendix VIII

V. Findings

Outcome 1: Students will develop critical thinking, writing, analytical and research skills.

The **syllabus review** shows that nearly every course thoroughly meets this learning outcome.

The **senior exit survey** (Appendix VI) indicates satisfaction with students' exposure to theory, information and facts in their major, and 81% felt they received appropriate exposure to the application of theory in practical settings. However, 50% of students express a preference for more hands on experiences.

The Department ranked high in all categories on the **alumni survey**, but alumni expressed particular satisfaction with regard to critical thinking, writing, analytical and research skills. (Appendix IV, esp. questions 6-8)

The **senior project evaluations** show strong performance with respect to those critical thinking and research skills (Appendix VIII.ii, section A)

The multiple choice format of the **exit exam** made it difficult to measure critical thinking and research skills. However, questions were designed to measure these skills to the extent possible. Students answered 56.2% of the questions accurately, on average.

In summary, the data indicates that students are acquiring a solid foundation in critical thinking, writing, analytical, and research skills.

Outcome 2: Students will demonstrate an understanding of the theory and application of their respective fields.

In the **senior exit survey** (Appendix VI), 87% of seniors felt they received the appropriate exposure to theory, information and facts in their major, and 81% felt they received appropriate exposure to the application of theory in practical settings. Both figures are up substantially from the 2006 program review. One percent felt they received too much exposure to theory, information and facts, while four percent would have liked more. There were zero responses indicating that there was too much exposure to the application of theory in practical settings, while 14% would have liked more exposure. These figures are also substantially improved over the 2006 review.

The **alumni survey** (esp. questions 9-10) documents a high degree of satisfaction among alumni with respect to the theory and application of their respective fields. In addition respondents indicated satisfaction with faculty expertise in their respective fields and with their (students') exposure to their respective fields.

The **syllabus analysis** indicated that the Department's courses did a good job of emphasizing these skills.

The **senior project evaluations** do not refer specifically to this outcome. However, the overall performance of students suggests strong understanding of the theory and application of their respective fields.

The **exit exam** indicates room for improvement with respect to this outcome. As is frequently the case, it was difficult to tailor multiple choice questions to this broad, complicated outcome. However, overall performance on the exam can be seen as an indicator of student achievement with respect to this outcome. Students answered 56.2% of the exam questions accurately, on average.

The **student focus group** identified the knowledge of professors as a key strength of the department. Students also focused on the faculty's ability to relate theory to ongoing events.

In summary, by almost all of these measures, students appear to be developing an understanding of the theory and application of their respective fields.

Outcome 3: Students will develop a critical understanding of the historical and political context within which they can meaningfully understand their life experiences.

The **senior exit survey** (Appendix VI) indicates that students were satisfied with the Department's emphasis on the ethical and historical contexts of the majors. Sixty-nine percent were satisfied with the attention paid to ethical issues, while 83% were satisfied with the attention paid to historical context. Fourteen percent would like more attention paid to ethical context and eight percent would like to see more attention paid to historical context.

In the **alumni survey**, alumni indicate that their major has prepared them well for responsible citizenship.

In the **student focus group**, students commented that professors "create a warm and welcoming environment in their classes and students are able to openly express their feelings and beliefs in the classroom." This should contribute to an environment in which students feel comfortable relating course materials to their personal lives.

In summary, students appear to be achieving this outcome. As suggested in the 2006 program review, concrete steps—informal gatherings, the creation of a student lounge, a renewed commitment to advising—have been taken to connect faculty to students and students to one another.

Outcome 4: Students will be prepared for graduate study, as well as for careers in the public and private sectors.

The **senior exit survey** (Appendix VI) did not ask about graduate study or career preparation, in part because graduating seniors are generally not yet in a position to evaluate this question. The Department does require a senior project, which directly prepares students for graduate-level research. Eighty percent of graduating seniors were either satisfied or very satisfied with their senior project experience.

Sixty-five percent of respondents in the **alumni survey** indicated that their major helped prepare them for their careers. Eight-four percent of alumni were satisfied with the practical application of theory in the major.

In summary, the evidence indicates that graduates are well-prepared for graduate study, as well as for careers in the public and private sector.

Outcome 5: Students will make use of a comparative international or cross-cultural perspective.

The **senior exit survey** (Appendix VI) has been amended so that it will now provide data in response to this question.

The **alumni survey** has been modified to solicit data on this learning outcome. Seventy-nine percent better understand multiculturalism, 83% better understand similarities and differences across cultures.

The **student focus group** mentions the possibility of bringing in outside speakers. This could be done in a way that contributes to the diversity of voices represented in the Department.

The **syllabus analysis** (Table I, column A) indicated that many of the Department's courses adopted a comparative international or cross-cultural perspective.

In summary, the breadth and character of courses in the department reflect attention to a comparative international or cross-cultural perspective. Alumni indicate satisfaction with respect to this outcome. The Department would benefit from more diversity in course offerings, as well as in the composition of the faculty.

VI. Recommendations for Action

1. **A new faculty line.** Even before the increase in enrollments, students' main criticism of their experience in the major was that there was an insufficient variety of courses. This was the case even though the Department's faculty members dedicate their teaching almost exclusively to meeting the needs of majors. With the recent increase in enrollment and even higher enrollments predicted going into the future, the primary need of the Department will certainly be a **new faculty member**, needed most urgently in the **History of Latin America, with the ability and desire to teach courses on at least one other region.**
2. Each **faculty member should review all his or her syllabi** and indicate how he/she might more effectively meet the Department's learning outcomes.
3. Each **faculty member should attend periodic advising workshops** and/or participate in summer advising.
4. The Department should **bring in more outside speakers**, possibly in conjunction with the International Studies Institute, so as to add to the diversity of voices represented in the Department.
5. The Department's **office space should be reconfigured** so as to facilitate improved interaction between and among faculty, students, and staff.
5. The Department should consider incorporating more hands-on experiences in courses, internships, and/or in other programs.

V I T A

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Education: B.A., Chico State College, Chico, CA. 95929
9/63 to 1/68
Major: History Minor: Political Science

M.A., (with distinction), California State University,
Chico, CA. 95929
2/70 to 5/73
Major: History

Ph.D., University of New Mexico, Albuquerque,
New Mexico 87131
8/73 to 5/78
Major: History Fields: American West, U.S. Since 1860,
Europe Since 1815

Completed doctoral examinations. Passed with distinction in major American West field. Passed with distinction in auxiliary history field, Mexico during La Porfiriata.

Dissertation, "Clair Engle & the Politics of California Reclamation, 1943-1960."

Work Experience: Academic Years 1982-, Assistant Professor (1982), Associate Professor (1985), Professor of History (1989), Acting Chair, Division of Social Science, 1986-1987, Chair, Department of History and Political Science (1989-1999), University of La Verne, La Verne, CA, 91750.

Publications: "Thomas Hart Benton and the Santa Fe Trail," Missouri Historical Review, LXIX (October 1974), 1-22.

"Clair Engle and His Political Development in Tehama County, 1911-1944," California Historical Quarterly, LIV (Winter 1975), 293-314.

"The Romero-Frelinghuysen Convention of 1882: A Milestone in Border Relations," New Mexico Historical Review, LI (October 1976), 295-311.

"William W. Asbury: Pioneer of Battle Creek Bottom," The Pacific Historian, 21 (Fall 1985), 254-263.

"Hetch Hetchy Reversed: A Rural-Urban Struggle for Power," California History, LXIV (Fall 1985), 254-263.

Books:

Clair Engle: The Forging of a Public Servant. A Study of Sacramento Valley Politics, 1933-1944. (Chico, California: Association for Northern California Records and Research, 1976)

Contributed to New Mexico in Maps. (Albuquerque: University of New Mexico Technology Application Center, 1980).

"The Politics of Reclamation: California's Central Valley and the Boke-Straus Rider of 1948-1949," in John R. Wunder (ed.), Working the Range: Essays on the History of Western Land Management and the Environment (Westport, Connecticut: Greenwood Press, 1985).

Contributed to Frank Magill's Great Lives From History: A Biographical Survey (Pasadena: Salem Press, 1987, 1988, 1989); articles on Adlai Ewing Stevenson, Hubert Horatio Humphrey, Lou Gehrig, Charles III, Vasco Nunez de Balboa, and Plutarco Elias Calles.

"Albert Gallatin," in Donald W. Whisenhunt (ed.), American Portraits: History Through Biography, Vol. I (Dubuque, Iowa: Kendall/Hunt Publishing Co., July 1993).

Book Reviews:

Published in The Annals of Iowa, New Mexico Historical Review, Forst & Comparative History, and The Historian.

Rogue! Being an Account of the Life and High Times of Stephen W. Dorsey, United States Senator and New Mexico Cattle Baron. By Thomas J. Caperton. Santa Fe: The Museum of New Mexico Press, 1978. pp. 56. Published in the New Mexico Historical Review, 55, (1980).

A Story That Stands Like a Dam: Glen Canyon and the Struggle for the Soul of the West. By Russell Martin, New York: Henry Holt and Co., 1989, 354 pp. Published in Forest and Conservative History, 36 (April, 1992) 86.

Death in the Marsh. By Tom Harris, Washington, D.C.: Island Press, 1991, 245 pp. Published in Forest and Conservation History, 37 (April 1993), 91-92.

Bound for Freedom: Black Los Angeles in Jim Crow America. By Douglas Flamming, Berkeley, CA: University of California Press, 2005, 467 pp. Published in The Historian 68 (April 2005), 344-45.

Papers Read at
Professional Meetings:

"William W. Asbury: Pioneer of Battle Creek Bottom," Phi Alpha Theta Southwest Region Conference, Arizona State University, Tempe, Arizona, April 19, 1975.

"Railroads and Indians on the Border: United States Mexican Relations, 1880-1882," Phi Alpha Theta Conference, Texas Tech University, Lubbock, Texas, February 28, 1976.

"Clair Engle and California Reclamation," Southwest Social Science Conference, Dallas, Texas, April 1, 1977.

"Clash on the Tuolumne: A Rural-Urban Struggle for Power, 1954-1955," Phi Alpha Theta Southwest Region Conference, Northern Arizona University, Flagstaff, Arizona, April 23, 1977.

"The Impact of Senator Bronson Cutting in New Mexico History," The Albuquerque Historical Society, Albuquerque, New Mexico, January 18, 1979.

"An Analysis of Urban Development in Mexico's 'Little Texas,'" Western Social Science Association Conference, Albuquerque, New Mexico, April 24, 1980.

"The Straus-Boke Rider of 1948-1949: The Politics of Reclamation in California's Central Valley," Southwestern Social Science Association Conference, Dallas, Texas, March 28, 1981.

"Water on the West Side: The Sacramento Valley Canals Act of 1950," Association of Arid Land Studies Program,

Western Social Science Association Conference, San Diego, California, April 23-24, 1981.

"New Mexican Railway Workers,." Southwest Labor Studies Association Annual Conference, Albuquerque, New Mexico, May 2, 1981.

"Will Semple Green, Father of Irrigation in the Sacramento Valley," Huntington Corral of Westerners, San Gabriel, California, January 21, 1984.

Sessions Chaired at
Professional Conferences:

"New Mexico Politics and Personalities," Phi Alpha Theta Southwest Regional Conference, University of New Mexico, Albuquerque, New Mexico, May 7, 1978.

"Legacies and Movements," Historical Society of New Mexico, Albuquerque, Rosswell, New Mexico, April 20, 1980.

"Southern California and the Southwest," Phi Alpha Theta Regional Conference, Occidental College, April 14, 1984.

"Conservation Activism," John Muir Center for Regional Studies, University of the Pacific, Stockton, California, April 19, 1990.

Dissertation:

"Clair Engle and the Politics of California Reclamation, 1943-1960." Completed May 1978.

Courses Taught:

History of the United States, 1607-1980s
History of the United States, 1607-1877
History of the United States, 1865-1980s
United States Since World War II
Student of the Westward Movement
History of New Mexico
History of California
History of the Southwest
History of the Americas
History of Latin America
Early Modern Europe
Renaissance and Reformation
Late Modern Europe
Western Europe in the Twentieth Century

History of Mexican-Americans

Recommendations:

Dr. John Jang
University of La Verne
History Department
La Verne, CA 91750
(909) 593-3511 ext. 4225

Dr. Herbert Hogan
University of La Verne
History Department
La Verne, CA 91750
(909) 593-3511 ext. 4220

Personal Data:

Marital Status:
Height: 6'0"
Age: 45

Married
Weight: 160
Health: Excellent

5019 Westwood Blvd.
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University of La Verne
Department of History & Political Science
La Verne, CA 91750
(909) 593-3511 ext. 4225

GITTY M. AMINI

Curriculum Vitae

CURRENT POSITION

Associate Professor, Department of History & Political Science, University of La Verne, 2002-present

EDUCATION

University of California, Los Angeles

Ph.D. in Political Science, June 2001

Dissertation: "Sanction and Reinforcement in Strategic Relationships: Carrots and Sticks, Deterrence and Compellence."

Columbia University, New York

M.A. in Political Science, May 1996

University of California, Los Angeles

B.A. in Political Science, June 1991, Magna Cum Laude

PUBLICATIONS

- Gitty M. Amini, "Globalization and the State in the Middle East: Iran, Turkey, Israel and the Palestinians" in Richard N. Rosecrance and Arthur A. Stein, eds., *No More States? Globalization, National Self-Determination and Terrorism*. (Rowman & Littlefield, 2006).
- Gitty M. Amini, "Issues and Analysis: Weapons of Mass Destruction in the Middle East." *The Non Proliferation Review*. (Monterey Institute for International Studies and Nuclear Threat Initiative, 2003).
- Gitty M. Amini and Joel Scanlon, "North Korea and Vietnam," in Richard Rosecrance, ed., *The New Great Power Coalition: Toward a World Concert of Nations*. (Rowman & Littlefield, 2001).
- Gitty M. Amini, "Iran: The Failure of Economic Incentives and Disincentives," in Richard Rosecrance, ed., *The New Great Power Coalition: Toward a World Concert of Nations*. (Rowman & Littlefield, 2001).
- Gitty M. Amini, "A Larger Role for Positive Sanctions in Cases of Compellence?" Center for International Relations Working Paper #12, University of California, Los Angeles. (1997).
- Steven L. Spiegel, Gitty M. Amini, and Elizabeth G. Matthews, "Global Arms Control Issues: A Model Curriculum for Undergraduate Students." International Association of University Presidents and United Nations Office for Disarmament Affairs, (1994).

PRESENTATIONS

- "Development, Human Rights & Empowerment," Panel chair and discussant, Annual Meeting of the International Studies Institute-West, San Francisco, California, September 2008.
- "Brinkmanship and the Cultural Gap: How Universal is the Language of Negotiation?" Annual Meeting of the International Studies Institute-West, San Francisco, California, September 2007.
- "Why We Move," Presenter and moderator, Conference on International Migration, California State Polytechnic University, Pomona, California, April 2007.
- "Failed States and the Prospects for Regime Change in the Middle East," Invited Lecture, Conference hosted by the Kennedy School of Government, Harvard University, Cambridge, Massachusetts, October 2004.
- "North Korea vs. the World: A Prospect Theory Analysis," Annual Meeting of the International Studies Association-West, Las Vegas, Nevada, October 2004.
- "Economic Measures as Tools of U.S. Foreign Policy," Invited Lecture at Université de Québec à Montréal, Conference on U.S.-Canadian Trade and Relations, Montreal, Canada, March 2003.
- "Risk Propensities and Crises: Japanese Decisionmaking during World War II," Annual Meeting of the American Political Science Association, Boston, Massachusetts, August 2002.
- "Rewards and Sanctions in Strategic Relations: The Persian Gulf War." Presented at the Burkle Center for International Relations, UCLA, March 2001.
- "Pearl Harbor and the Cuban Missile Crisis: The Type and Timing of Tactics." Annual Convention of the International Studies Association, Chicago, Illinois, February 2001.
- "Prospect Theory and the Cuban Missile Crisis." Annual Meeting of the Western Political Science Association, San Jose, California, March 2000.
- "Sanctions and Reinforcement in Strategic Relationships: Compellence and Positive Sanctions." Annual Meeting of the American Political Science Association, Boston, Massachusetts, September 1998.
- "Women and the Evolutionary Stages of One-Party Systems: Are Gender Equity Gains Ultimately Fleeting?" Western Conference of the Association of Asian Studies, Claremont, California, October 1994.

RESEARCH INTERESTS

- International Security and Arms Control
- Area Foci: East Asia, Middle East
- International Relations Theory
- U.S. Foreign Policy
- International Political Economy

CURRENT RESEARCH

Carrots and Sticks: Rewards, Punishments and International Security, manuscript completed, submitted for publication.

"Bush, Kim and Ahmadinejad: U.S. Imperialism and Nuclear Rogue States" Why has recent American diplomacy been successful in disarming Libya, but not North Korea and Iran? This article examines the degree to which Bush's deliberate marginalization of the "axis of

evil" may have backfired. Puts forth policy recommendations for diffusing the WMD standoffs with each of these states.

TEACHING INTERESTS

- International Relations
- Middle Eastern Politics
- East Asian Politics
- International Security Studies
- U.S. Foreign Policy
- Introductory Methods

PREVIOUS POSITIONS

- Postdoctoral Research Fellow 2001–2002
Center for Nonproliferation Studies, Monterey Institute of International Studies.
Researched and devised disarmament curriculum modules. Was most actively engaged in all aspects of curriculum-development on Middle Eastern weapons proliferation. Also contributed to modules on National Missile Defense and the spread of nuclear and missile technology.
- Visiting Assistant Professor 2000-2001
Department of Political Science, UCLA
Was responsible for course development and teaching of a new upper-division class on international security and strategy. Also taught multiple sections of survey course on world politics.
- Carnegie Graduate Fellow. 1997–1998
Center for International Relations, UCLA
As a member of research team, explored various theoretical and practical issues surrounding the concept of "encompassing coalitions." These included the generation and perpetuation of international norms, the efficacy of economic and status incentives, comparisons of incentives with disincentives and the mechanism behind club goods. Specifically examined the situation of the failure of domestic economic incentives in Iran in the period before the 1979 Revolution and also the failure of international disincentives toward Iran in the 1990s. Additionally, analyzed the role of incentives and sanctions in curtailing North Korea's nuclear and missile programs.

ACADEMIC AWARDS

- University of La Verne Summer Research Grant 2004
- Burkle Pre-doctoral Fellowship 2000–2001
Ronald W. Burkle Center for International Relations, UCLA
- Affiliate Fellowship 1999–2000
Weatherhead Center for International Affairs, Harvard University
- Carnegie Research Fellowship, Center for International Relations, UCLA 1997–1999
- Field Paper Examination, Pass with Distinction 1995
Department of Political Science, UCLA
- Graduate Student Fellowship, Columbia University 1992–1993
- Phi Beta Kappa, National Honor Society 1991
- Magna Cum Laude, UCLA 1991
- Golden Key National Honors Society 1991

FOREIGN LANGUAGES

- Farsi – conversational fluency and basic written proficiency
- Mandarin Chinese – basic spoken and written proficiency
- Cantonese Chinese – basic spoken and written proficiency
- French – basic spoken and written proficiency

KENNETH H. MARCUS

Curriculum Vitae

PERSONAL

Institution: Department of History and Political Science
University of La Verne, La Verne, CA 91750
Tel./Fax: Tel. (909) 593-3511 ext. 4283 (office); Fax (909) 392-2793
Home: 1948 Roosevelt Avenue, Altadena, CA 91001
E-mail: kmarcus@laverne.edu
Website: <http://faculty.ulv.edu/~marcusk>

EDUCATION

Cambridge University, U.K.

Ph.D. in History, 1992
Dissertation: "A Question of Privilege: Elites and Central Government in
Württemberg, 1495-1593"

École Supérieure de Commerce de Paris, France

M.B.A. in International Business, 1987

University of California, Berkeley

B.A. in History, 1984, with Distinction
Exchange Student, University of Göttingen, Germany, 1982-83

EMPLOYMENT

Associate Professor of History, University of La Verne, 2004-present; Tenured 2007
Assistant Professor of History, University of La Verne, 2001-2004
Adjunct Professor of History, California State Polytechnic University, Pomona, 1994-2001
Lecturer in History (part-time), Woodbury University, 1995-1999
Tutor in History, Cabot House, Harvard University, 1992-1993

PUBLICATIONS

Books

Musical Metropolis: Los Angeles and the Creation of a Music Culture, 1880-1940 (New
York: Palgrave Macmillan, 2004).

The Politics of Power: Elites of an Early Modern State in Germany, Institut für
Europäische Geschichte, vol. 177 (Mainz: Philipp von Zabern Verlag, 2000).

Articles and Chapters

"Immigration and Modernism: Arnold Schoenberg and the Los Angeles Émigrés," in
Aesthetic Practices and Politics in Art, Media, and Music: Performing Migration, ed.
Rocio G. Davis, Dorothea Fischer-Hornung, and Johanna Kardux (Routledge,
forthcoming)

"California History and the Performing Arts," *Pacific Eldorado*, special issue of
California History (forthcoming)

- "Creating a Musical Community: The Founding of the Hollywood Bowl," in *Urban Community in the West: Los Angeles*, author and chief editor, special issue of *Journal of the West* 48, no. 2 (Spring 2009): 68-75
- "Baseball Stadiums and American Audiences," *Telos*, no. 143 (Summer 2008): 165-70
- "Judaism Revisited: Arnold Schoenberg in Los Angeles," *Southern California Quarterly*, 89, no. 3 (Fall 2007): 307-25
- "The Seriousness of Comedy: The Benefit Concerts of Jack Benny and Danny Kaye," *American Music*, 25, no. 2 (Summer 2007): 137-68
- "Music and American Culture," *History Compass*, 5 (June 2007) [Online at <http://www.blackwell-compass.com/>]
- "The Shifting Fortunes of War: Patronage of the Württemberg Hofkapelle during the Thirty Years War," *German History*, 25, no. 1 (2007): 1-21.
- "Living the Los Angeles Renaissance: A Tale of Two Black Composers," *The Journal of African American History*, 91 (Winter 2006): 55-72.
- "'A New Expression for a New People': Race and Ballet in Los Angeles, 1946-56," *Journal of the West*, 44, no. 2 (Spring 2005): 24-33.
- "Arnold Schoenberg's American Compositions," exhibition, *Paradise Found? LA's European Jewish Émigrés of the 1930s and 40s*, Skirball Cultural Center, Los Angeles, Calif. (February-May 2005).
- "Duchy of Württemberg," in *Europe 1450 to 1789: Encyclopedia of the Early Modern World*, ed. Jonathan Dewald, 6 vols. (New York: Charles Scribner's Sons, 2003), 6: 249-51.
- "The Start of Something Big: Theater Music in Los Angeles, 1880-1900," *California History*, 81, no. 1 (2002): 24-39.
- Popularity of the Pops: The Los Angeles Scene* (California State Polytechnic University, Pomona, 2001).
- "Hymnody and Hymnals in Basel, 1526-1606," *The Sixteenth Century Journal*, 32, no. 3 (2001): 723-41.
- "A Veritable Break with the Past: Sacred Music in Fifteenth-Century Basel," *Medieval Germany: Associations and Delineations*, ed. Nancy van Deusen, Claremont Cultural Studies, 4 (Ottawa: Institute of Medieval Music, 2000): 163-72.
- "The Hollywood Bowl and the Democratization of Music," *Journal of Interdisciplinary Studies*, 12 (1999): 31-38.

- “Drei grosse jüdische Komponisten aus der Goldenen Ära der Filmmusik.” *Jüdische Rundschau* (Basel, Switzerland), 3 September 1998, p. 25.
- “Die Frage nach der Identität.” *Jüdische Rundschau* (Basel, Switzerland), 4 September 1997, p. 15.
- “Using Multimedia Materials in the Classroom,” *World History Bulletin*, 12 (Spring 1996): i-iv.
- “Music Patronage of the Württemberg Hofkapelle, c. 1500-1650,” *German History*, 13, no. 2 (1995): 151-62.
- “A Question of Corruption: The Case of Martin Nuttel, 1543-44,” *German History*, 11, no. 2 (1993): 127-40.

Recordings and Films

- Fantasy in Schubert, Schumann and Schoenberg*. Compact Disc. Liner notes. LiveClassics, Munich, Germany. 2009.
- The Arias Troubadours: A Musical Dynasty*. DVD. Commentator and co-producer with filmmaker Jon Wilkman. Story of José Arias and the Arias Troubadours. 2006.
- Arias Troubadours*. Compact Disc. Producer. Guitars, mandolin, bass, accordion, percussion, vocals. Music of the 19th and early 20th century Southwest. 2006.
- Colorado Boulevard*. Compact Disc. Guitar, vocals, harmonica and bass, with Crown City Trio. Works by John Fogerty, Muddy Waters, Kenneth Marcus, and others. 2000.
- Some American Music*. Compact Disc. Piano, guitar and vocals. Works by Scott Joplin, George Gershwin, Woody Guthrie, Kenneth Marcus, and others. 1999.
- The Choir of the Saint Anthony's Greek Orthodox Church*. Compact Disc. Organist. 1999.
- American Rhythms*. Cassette. Piano, guitar, synthesizer and vocals. Works by Scott Joplin, Kenneth Marcus, and others. 1998.

Works in Progress

- “*Heimat* and Hybridity: Arnold Schoenberg and Southern California Modernism” (submitted for publication)
- “Moving Together: Race and Ballet in Postwar Los Angeles” (submitted for publication)
- “Inside and Outside Chinatown: Chinese Elites in Exclusion Era Los Angeles” (preparing for publication)

Book Reviewer/Referee

- American Studies*
American Historical Review
Pacific Historical Review

Southern California Quarterly
Journal of the West
The Journal of the Gilded Age and Progressive Era
The Sixteenth Century Journal

PRESENTATIONS

Hosted Conferences

- "Community and Religion in Los Angeles," University of La Verne, October 2005
- "Environment and Community in Los Angeles," University of La Verne, May 2004
- "Community and Culture in Los Angeles," University of La Verne, October 2002

Broadcasts and Interviews

- Life & Times*, KCET with Val Zavala, *The Arias Troubadours: A Musical Dynasty*, Los Angeles, Calif., May and August 2006
- Life & Times*, KCET, with Vickie Curry, Pasadena, Calif., April 2005
- AirTalk* with Larry Mantle, NPR radio, KPCC, Pasadena, Calif., February 2005

Papers

- "Teaching the Survey: Integrated Approaches to World, U.S., and California History," panel organizer, chair, and speaker, American Historical Association, January 2010
- "Modernism in Los Angeles: Arnold Schoenberg and the Cultural Émigrés," German Studies Association, Washington, DC, October 2009
- "Modernism in Los Angeles: The Cultural Émigrés and Transnationalism," American Historical Association, Pacific Coast Branch Meeting, Albuquerque, NM, August 2009
- "Modernism in Los Angeles: Arnold Schoenberg and the Cultural Émigrés," Conference on *Multiculturalism and Beyond*, Center for Interdisciplinary Research, Bielefeld University, Germany, July 2009
- "Modernism in Los Angeles: Arnold Schoenberg and the Cultural Émigrés," invited speaker, Bergische University Wuppertal, Germany, July 2009
- "The Legacy of the Charles Lummi Wax Cylinder Recordings," invited speaker, Lummi Adobe, Los Angeles, June 2009
- "Arnold Schoenberg in Los Angeles: Modernism and the Jewish Dilemma," invited speaker, Western History Workshop, Autry National Center of the American West, Los Angeles, November 2008
- "Arnold Schoenberg and the Crisis of Modernism," invited speaker, Faculty Research Lecture, University of La Verne, October 2008

- "Immigration and Modernism: Arnold Schoenberg and the Los Angeles Emigrés," speaker and chair, "Expatriation and Modernism/Postmodernism," MESEA 2008 Conference, Leiden University, The Netherlands, June 2008
- "Modernism in the Academy: Arnold Schoenberg at UCLA," invited speaker, Biennial Conference, Jewish History Association, Hebrew Union College/USC, Los Angeles, May 2008
- "The Seriousness of Comedy: The Benefit Concerts of Jack Benny and Danny Kaye," invited speaker, The Paley Center for Media, Beverly Hills, California, April 2008
- "Race and Ballet in Postwar Los Angeles," invited speaker, Dreams Fulfilled Series on African American Arts and Culture, The Huntington Library, San Marino, California, March 2008
- "Exile in Paradise? Modernism and the Émigré Circles of Los Angeles," Los Angeles History Research Group, The Huntington Library, San Marino, February 2008
- "Portraying the Chinese: Interracial Interaction in 19th Century Los Angeles," Engendering Diversity and Community Conference, University of La Verne, March 2007
- "Exile in Paradise? Arnold Schoenberg and the Los Angeles Émigrés," invited speaker, Faculty Research Lecture, University of La Verne, September 2006
- "Portraying the Chinese: Ethnicity and Representation in the West," panelist, American Historical Association, Pacific Coast Branch Meeting, Stanford, California, August 2006
- "Popular Culture Before World War II," chair/commentator, American Historical Association, Pacific Coast Branch Meeting, Stanford, California, August 2006
- "Exil im Paradies? Arnold Schoenberg in Los Angeles" [in German], invited speaker, Musikwissenschaftliches Institut, Universität München, Germany, June 2006
- "Music in Early Los Angeles," invited speaker, The Huguenot Society of California, Pasadena, March 2006
- "Ethnic Identity on Stage: The Cases of the Mexican Players and the Ramona Pageant," panelist, commentator, and chair, "Crossing the Line: Music and Ethnicity in America during the 1930s and '40s," American Historical Association Meeting, Philadelphia, Pennsylvania, January 2006
- "Italian Involvement in the Music Traditions of Early Los Angeles," panelist, American Italian Historical Association, Los Angeles, California, November 2005
- "Judaism Revisited: Arnold Schoenberg in Los Angeles," panelist, Conference on Community and Religion in Los Angeles, University of La Verne, October 2005
- "Ethnic Identity in Drama: The Cases of the Ramona Pageant and the Mission Play," panelist, Western History Association Conference, Scottsdale, Arizona, October 2005

- "Ethnic Identity on Stage: The Art of the Mexican Players and the Ramona Pageant," panelist, American Historical Association, Pacific Coast Branch Meeting, Corvallis, Oregon, August 2005
- "Bringing Folks Together: Musical Intersections of Race and Class," panel chair, American Studies Association, Atlanta, Georgia, November 2005
- "Music and the Development of Los Angeles," invited speaker for three lectures, Hillcrest Retirement Community, La Verne, November 2005
- "Music in LA," invited speaker, Phi Alpha Theta (History Honors Society), joint chapter meeting, Claremont McKenna College and Scripps College, April 2005
- "Ethnic Identity on Stage: The Mexican Players and the Ramona Pageant," American Musicological Society Meeting, Southwest Chapter, Azusa Pacific University, February 2005
- "A Phoenix of the Arts: The First Negro Classic Ballet of Los Angeles," invited speaker, Los Angeles City Historical Society, April 2003 and Huntington Library, May 2003
- "A Tour Through American Music," The Huguenot Society of California, Costa Mesa, March 2002
- "The Use of Music in Teaching History," invited speaker, Faculty Life Stories Committee, California State Polytechnic University, Pomona, February 2001
- "The Silk Trade in Basel," invited speaker, co-presentation with Christine Ersig-Marcus, The Huguenot Society of California, Los Angeles, May 2000
- "Creating a Musical Community: The Founding of the Hollywood Bowl," panelist, "Community and Culture in Los Angeles," University of La Verne, October 2002
- "Dance Orchestras in Black and White," American Musicological Society Meeting, Southwest Chapter, California State University, Los Angeles, April 2001
- "Orchestral Music in Animation," invited speaker, Thursday Forum, Claremont Graduate University, November 1999
- "Music in Late-Nineteenth Century Los Angeles," Los Angeles History Research Group, The Huntington Library, San Marino, California, September 1999
- "Jack Benny, Johnny Carson, and Classical Music," American Musicological Society Meeting, Southwest Chapter, University of California, San Diego, February 1999
- "The Hollywood Bowl and American Music," invited speaker, Faculty Forum, California State Polytechnic University, Pomona, May 1998
- "The Rise of the Boston Pops," American Musicological Society Meeting, Southwest Chapter, University of California, Riverside, February 1998

"Using Multimedia Materials in the Classroom," International World History Association Conference, California State Polytechnic University, Pomona, June 1996

"The Essence of Simplicity: Hymnody and Hymnals in Basel," The Huguenot Society of California, Los Angeles, May 1996

"The Simplicity of Hymnody in Basel, 1540-1606," American Musicological Society Meeting, Southwest Chapter, University of California, Santa Barbara, November 1995

"Music and Text of the Lobwasser Psalter of Basel, 1606," panelist, Sixteenth Century Studies Conference, San Francisco, California, October 1995

"Continuity and Discontinuity in Basel's Sacred Music, 1550-1600," panelist, Sixteenth Century Studies Conference, Toronto, Canada, October 1994

"A Veritable Break with the Past: Sacred Music in Fifteenth-Century Basel," invited speaker, Symposium on Medieval Germany, Claremont Graduate University, Claremont, California, March 1994

"Music and the Hofkapelle of Württemberg, ca. 1500 - 1650," Rocky Mountain Medieval and Renaissance Studies Conference, Flagstaff, Arizona, April 1993

"Sacred Music and the Reformation in Basel," Seminar on Comparative Religion, Professor Mark Edwards, Jr., Harvard University, Cambridge, Massachusetts, February 1993

"Elites and the Reformation in Württemberg," panelist, Sixteenth Century Studies Conference, Atlanta, Georgia, October 1992

Book Lectures

Musical Metropolis: Los Angeles and the Creation of a Music Culture, 1880-1940

Paul Sacher Foundation, Basel, Switzerland, June 2006

Borders Bookstore, Glendale, California, February 2006

Borders Bookstore, Pasadena, California, January 2006

Rotary Club, La Verne, California, December 2005

Vroman's Bookstore, Pasadena, California, October 2005

Rotary Club, Altadena, California, August 2005

All Saints Church, Pasadena, California, July 2005

The Huntington Library, San Marino, California, March 2005

Claremont Graduate University, February 2005

California State Polytechnic University, Pomona, February 2005

University of La Verne, September 2004

RESEARCH INTERESTS

- Ethnicity, immigration, and music in Los Angeles
- Social and cultural history of California
- State formation and music patronage in early modern Germany

TEACHING INTERESTS

- 19th and 20th Century Europe
- Los Angeles and California History
- Approaches to History
- Early Modern Europe

ADMINISTRATIVE INTERESTS

Chair, Undergraduate Academic Policies Committee, 2007-present
Member, Honors Committee, 2005-2009
Member, Academic Funding Committee, 2005-2008
Co-Founder and Director, Grant Office, College of Arts and Sciences, University of La Verne, 2005-2008
Dean's Governance Committee, University of La Verne, 2004-2005
Chair, Library Archives Taskforce, University of La Verne, 2003-2004
Chair, International Studies Institute Committee, 2002-present
Director, International Studies Institute, 2002-present

ACADEMIC AWARDS AND HONORS

Awards

NEH Fellowship, The Huntington Library, 2008-09
Young Scholars Achievement Award, University of La Verne, 2007
NEH Summer Seminar, Stanford University, 2007
Research Grants, University of La Verne, 2004, 2006, 2007, 2008, 2009
Haynes Foundation/HSSC Research Grants, 2000, 2001, 2004, 2006
Summer Research Grants, University of La Verne, 2001-2007
NEH Summer Institute, Huntington Library, 2005
Fellow, Huntington Library, 2001, 2002
James Irvine Foundation Course Transformation Grants, 2002, 2004
President's Travel Award, California State Polytechnic University, Pomona, 2001
Research, Scholarship and Creativity Award, Cal Poly Pomona, 2000
Sinfonia Foundation Grant, 1999
Merit Awards, California State Polytechnic University, Pomona, 1997-2001
Fellow, Institut für Europäische Geschichte, Mainz, Germany, 1995
Cambridge University and UK Government Overseas Research Student Awards, 1987-91
Clare College Research Award, 1991
American Friends of Cambridge University Research Award, 1990
Clare College Travel Grant, 1990
American Friends of Cambridge University Scholarship, 1989-90
Prince Consort and Thirwell Fund Award, 1989
German Historical Institute Grant, 1988-89
American Friends of Cambridge University Travel Grants, 1988-89

Honors

Tenure, University of La Verne, May 2007
Rotary Club of La Verne, Tree Planting, 2005
Rotary Club of Altadena, Library Book Donation, 2005
Nomination of *Musical Metropolis: Los Angeles and the Creation of a Music Culture, 1880-1940* for Donald H. Pflueger Local History Award

Golden Leaves Award (for book publication), California State Polytechnic University,
Pomona, 2001
Citation as Historian and Educator, *Who's Who in America*, 2001-present
Certificate of Achievement for Exceptional Accomplishments, California State
Polytechnic University, Pomona, 2000
Citation as Educator in *Who's Who in the World*, 2000-present
Nomination for Eugene Asher Award for Distinguished Teaching, 1998, 2001

SERVICE TO THE PROFESSION

Vice-President, Historical Society of Southern California, 2009-present
Editor, 20th and 21st century North America, *History Compass* [online journal], 2009-
present
Board member, Historical Society of Southern California, 2008-present
NEH Seminar Panel Review Board, 2008
Member, Historical Society of Southern California Grants Committee, 2007-present
Member, ULV Academy, 2006-present
Secretary, American Musicological Association, Pacific Southwest Chapter, 2001-2003

FOREIGN LANGUAGES

- German: conversational fluency and written proficiency
- French: basic spoken and written proficiency

January 2010

CURRICULUM VITAE

Richard J. Gelm, Ph.D.

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E-mail: Gelmr@ulv.edu

(Home)
2659 Second Street
La Verne, California 91750
(909) 593-4903

ACADEMIC DEGREES:

Doctorate in Political Science from the University of California at Davis
(September 1991)

Masters degree in Political Science from the University of California at Davis
(June 1986)

Bachelors degree in Political Science from the University of California at San
Diego (June 1984)

DOCTORAL FIELDS:

American Government and Politics
Public Administration
Comparative Politics

PROFESSIONAL EMPLOYMENT:

Professor, Political Science, University of La Verne (2002 to present)

Teaching and research conducted in American Government and Politics, Congress and the
Presidency, Parties and Interest Groups and Political Behavior.

Chair, Department of History and Political Science, University of La Verne
(1997 to present)

Responsibilities as leader of the History and Political Science faculty include hiring full and
part-time faculty, scheduling of classes, preparation of strategic plans, departmental

standards, revision of majors and departmental budgeting. Revision of majors included the linkage of the history and political science major. By cross listing courses where appropriate, the department gained greater efficiency in the utilization of resources. The department successfully recruited top scholars from the University of Chicago, Harvard University, Cambridge University and the University of California. Our demanding curriculum has prepared students for entry into U.C. Berkeley, U.C.L.A. and the University of Chicago law schools and equally competitive graduate programs in History and Political Science.

Associate Professor, Political Science, University of La Verne (1995 to 2002)

Assistant Professor, Political Science, University of La Verne (1991 to 1995)
Instructor, American Government and Politics, San Jose State University (1990 to 1991)

Instructor, American Government, Sacramento State University (Spring, 1990)

Instructor, American Government, Solano Community College (Spring, 1987 to Summer, 1990)

COMMUNITY SERVICE:

Member, President's Advisory Budget Task Force (2009-2010)

President, University of La Verne Faculty Senate (2008-2010)

Vice President, University of La Verne Faculty Senate (2000-2004)

Member of Senate Executive Committee (1998-2004, 2006-2010)

Worked with Senior Management to establish higher academic standards, fiscal responsibility and more competitive salaries for the employees of ULV. Served as liaison between senior management and faculty, helping to develop cooperative relations between the faculty and administration and move the University forward toward higher levels of excellence.

Chair, University of La Verne Faculty Assembly (2006-2007)

Member, University Strategic Plan Task Force (2007)

President, American Association of University Professors, University of La Verne (1997-1999, 2006-2010)

Serving as inaugural president when the faculty of the University of La Verne joined forces with the American Association of University Professors, I worked earnestly with the faculty in asserting our support for the high principles of the Academy. The new AAUP chapter helped to secure viable communication channels between faculty and senior management, ongoing structures for shared faculty governance (including the establishment of a faculty senate), and fair compensation for all employee groups of the University La Verne. We successfully led reform efforts to improve teaching, research and academic quality and established systems to improve student writing, combat plagiarism and promote the university's image.

Vice President, American Association of University Professors, University of La Verne (2003-2005)

Member, Vice President for Academic Affairs/Provost Search Committee (Spring-Fall, 2000)

Working with a team of faculty and administration screened and interviewed candidates from national search and successfully recruited top candidate for position as Provost.

Faculty Representative to the University of La Verne Board of Trustees (1999-2004)

Worked diligently to nurture a stronger cooperative relationship between the faculty and the Board of Trustees, by encouraging faculty research presentations to the Board, touting faculty commitment to teaching and learning and developing strong working relations with the Administration and Board in addressing issues of compensation, academic quality and the image of the University of La Verne.

Acting Dean of Academic Support and Retention, University of La Verne (August, 2000)

Managed office of advising, developed strategies to improve the relationship between the faculty and academic advising and prepared university wide academic action plan for the provost.

Member, Faculty Personnel Committee, University of La Verne (1997-2004)

Through systematic reviews of, and decisions on, personnel files and policies for promotion and tenure of faculty, worked toward setting higher standards for scholarship, academic advising and teaching.

Member, University Council, University of La Verne (1998-2004)

Member, University Council Steering Committee (2002-2004)

Worked to reconcile a variety of viewpoints in resolving budgeting, staffing, compensation, administrative and academic organization issues.

Member, Faculty Assembly By-Laws Task Force (Spring 1998)

Developed the organizational structure of the Faculty Senate to establish a forum for cooperation and coordination among the chairs of the various policy-making committees.

Chair, University of La Verne Culture of Excellence Task Force (1996-1999)

Following attendance at an American Association of Higher Education (AAHE) national conference on academic quality, helped to organize faculty in effort to enhance academic standards and quality and to increase expectations in the classroom, led public forums to engage faculty on topics of grade inflation, plagiarism, faculty research and academic rigor, and worked to establish the academic orientation and faculty retreat.

Member, General Education Committee, University of La Verne (1994-1997)

Established guidelines for new courses, approved general education courses and participated in the implementation of the general education program.

Pre-law Advisor, University of La Verne (1993-1998)

Developed and implemented a pre-law program, advised students and participated in national conferences to better prepare ULV students for law school.

Member, Portfolio Subcommittee (Diversified Majors Committee) (1994-95)

Identified assessment criteria and established workable guidelines for assessing the teacher training program at ULV.

Acting Chair, Department of History and Political Science, University of La Verne (Spring, 1994)

Member, Undergraduate Academic Policies Committee (UGAP), University of La Verne (1993-1996)

Developed and enacted academic policies to strengthen academic standards, recruit promising students and promote the integrity of the undergraduate program.

Member, Catholic Advisory Board, University of La Verne (1993-1996)

With students, staff and campus and community ministries developed programs to enhance the ministerial services for ULV students.

Member, Honors Committee, University of La Verne (1993-1997)

In addition to teaching interdisciplinary and political science honors courses, worked to establish solid program for some of the university's top students.

Member, Diversified Majors Committee, University of La Verne (1992-1996)

Represented the areas of history and political science to achieve compliance with State of California standards for teacher preparation.

COURSES TAUGHT:

American Government and Politics
Congress and the Presidency
Political Parties
Political Parties and Interest Groups
Political Behavior, Voting and Elections
Voting Behavior
Political Ethics
Contemporary Political Theory
Modern Political Theory
Politics of Developing Nations
Politics and Film
State and Local Government and Politics
Politics and Media in Cuba

ADDITIONAL AREAS PREPARED TO TEACH:

Politics and Religion
Public Administration

PROFESSIONAL ACTIVITIES, PRESENTATIONS AND SPEECHES

"California District 26 Race: Warner (D) v. Dreier (R)," Faculty Book Day Presentation, April 29, 2010

"How American Politics Works," Faculty Book Day Presentation, April 24, 2009

"Presidential Authority and Influence: Assessing the Promise of the Obama Presidency after 60 Days," Ellsworth Johnson Distinguished Lecturer Series, March 28, 2009

Participant, "5th Annual Faculty Research and Professional Activity Day: A Celebration of Scholarship and Creativity," November 6, 2008.

Participant, "Presidential Debate: McCain v. Obama," Hot Spots, University of La Verne, October 16, 2008.

Panelist, "Election 2008 – A Race to Remember," Hot Spots, University of La Verne, March 27, 2008.

Participant, "Learning in a Time of Politics: Liberal Arts Education and Political Engagement," The Eighth Annual Conversation on the Liberal Arts, Westmont University, February 15-16, 2008.

Panelist, "Earthday Forum on Policy and the Environment," University of La Verne, 2005.

Participant, National Conference on Science, Policy and the Environment, "Forecasting Environmental Changes," Washington, D.C., Feb. 3-4, 2005.

"Crisis in the Catholic Church: Sex Scandals and Undermined Authority," Hot Spots, University of La Verne, October 17, 2002.

Western Political Science Association Annual Meeting, Las Vegas, Nevada, March 14-16, 2001.

"Cuba: Yesterday, Today and Tomorrow", Hot Spots, University of La Verne, March 15, 2001.

"Paradox Island: Understanding Cuba", La Verne Rotary Club, February 15, 2001.

"The Presidential Election: Bush or Gore," Hot Spots, University of La Verne, October 2000.

American Political Science Association Annual Meeting, Washington, D.C. August 31– September 3, 2000.

Western Political Science Association Annual Meeting, San Jose, California, March 24-26, 2000.

Participant, "Reclaiming the Faculty Role in Governance," Association of American Colleges and Universities Meeting, Chapel Hill, North Carolina, April 15-17, 1999.

Panel Chair and Discussant, "Political Parties, Political Beliefs, Ideologies and Cycles," Western Political Science Association Annual Meeting, Seattle, Washington, March 25-27, 1999.

"How to Succeed in College," Academic Orientation, University of La Verne, September 1997, 1998, 1999.

American Political Science Association Annual Meeting, Boston, Massachusetts, Sept. 2-6, 1998.

Western Political Science Association Annual Meeting, Los Angeles, California, March 19-21, 1998.

Panel Chair, "Interest Groups, Political Organizations and Elections," Western Political Science Association Annual Meeting, Tucson, Arizona, March 13-15, 1997.

"The American Government and Political Process," presentation to Boy Scout Troop 1616, Cerritos, CA, March 12, 1997.

"The Long Road Back to Chicago: Presidential Election Politics Since 1968," Community Presentation, Hillcrest, La Verne, CA, October 10, 1996.

Panel Discussant, "Politics and Popcorn: Films about the Political Process," University of La Verne, September 26, 1996.

"You Owe It To Yourself: Learning is Self-Awareness," Convocation Address, University of La Verne, September 6, 1996.

American Political Science Association Annual Meeting, San Francisco, California, August 29-September 1, 1996.

"Leadership Styles of the Rich and Famous," LEAD Retreat presentation, August 26, 1996.

Participant, "Organizing for Learning," American Association of Higher Education Summer Quality Academy, Breckenridge, Colorado, July 27-31, 1996.

Pre-Law Advisors National Council Conference, Orlando, Florida, June 2-4, 1996.

"A World of Opportunities," Graduate Dinner, University of La Verne, May 25, 1996.

Panel Chair and Discussant, "Political Participation and Electoral Outcomes," Western Political Science Association Annual Meeting, San Francisco, California, March 13-16, 1996.

"Politics and Religious Authority," Meet the Author Series, University of La Verne, November 1, 1995.

Western Political Science Association Annual Meeting, Portland, Oregon, March 16-18, 1995.

Pacific Coast Association of Pre-law Advisors (PCAPLA), San Francisco, California, November 4-5, 1994.

Coaches' Workshop Facilitator, California Academic Decathlon, Long Beach, California, August 24, 1994.

American Association of Higher Education Ninth Annual Assessment and Quality Conference, Washington, D.C., June 12-15, 1994.

Panel Chair and Discussant, "Local Party Activities and Activists," Western Political Science Association Annual Meeting, Albuquerque, New Mexico, March 10, 1994.

American Political Science Association Annual Meeting, Washington, D.C., September 2-5, 1993.

Discussant, "Political Parties Past and Present," Western Political Science Association Annual Meeting, Pasadena, California, March 18, 1993.

American Political Science Association Annual Meeting, Chicago, Illinois, September 3-6, 1992.

Discussant, "Changing Patterns in National Level Politics," Western Political Science Association Annual Meeting, San Francisco, California, March 19, 1992.

"The Political Influence of Roman Catholic Bishops," University of La Verne Catholic Luncheon, October 22, 1992.

Panel Participant, "Fasnacht Chair of Religion Lecture," University of La Verne, October 19, 1992.

Judge, National DECA Conference (Association of Marketing Students), Anaheim, California, April, 1992.

PUBLICATIONS:

Richard J. Gelm, Book Review of Andrea C. Hatcher's Majority Leadership in the U.S. Senate. In Choice (January, 2011).

Richard J. Gelm, Book Review of Clyde Wilcox and Carin Robinson's Onward Christian Soldiers? The Religious Right in American Politics 4th Ed. In Choice (October, 2010).

Richard J. Gelm and Marcia L. Godwin, "California District 26 Race: Warner (D) v. Dreier (R)," in Robert Dewhirst and Robert P. Watson, Eds. The Roads to Congress 2008 (Lexington: Rowman and Littlefield, 2010).

Richard J. Gelm, How American Politics Works: Philosophy, Pragmatism, Personality and Profit (Newcastle: Cambridge Scholars Publishing, 2008).

Richard J. Gelm, Politics and Religious Authority: American Catholics Since the Second Vatican Council (Westport, Connecticut: Greenwood Press, 1994).

Richard J. Gelm, Book Review of Timothy A. Byrnes' Catholic Bishops in American Politics. In Review of Politics (Spring, 1993).

Richard J. Gelm, "Religion and Politics in Transition," (Doctoral Dissertation) (UMI: Dissertation Information Service, 1992).

Richard J. Gelm, "The United States Catholic Bishops: A Survey Research Perspective." American Political Science Association Annual Meeting, San Francisco, California, August, 1990.

Richard J. Gelm, "Religion and Partisan Preference in Europe." American Political Science Association Annual Meeting, Atlanta, Georgia, August, 1989.

MANUSCRIPT REVIEWS:

George C. Edwards III, Martin P. Wattenberg, Robert L. Lineberry, Government in America: People, Politics and Policy 9th Edition (New York, New York: Longman, 1999).

Peter Woll, American Government: Readings and Cases 13th Edition (New York, New York: Longman, 1999).

Peter Woll, American Government: Readings and Cases 12th Edition (New York, New York: Harper Collins, 1996).

HONORS, AWARDS AND GRANTS

Marquis Who's Who in America, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010

Who's Who Among America's Teachers, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010

Summer Research Grant, University of La Verne, 2001.

Faculty Research Award, University of La Verne, 2001.

"ULV Favorite Teacher of the Year Award," Sigma Tau Xi, Spring, 1993.

MEMBERSHIPS:

American Political Science Association
Western Political Science Association
American Association for Higher Education
American Association of University Professors

REFERENCES:

Edmond Costantini, Professor of Political Science, University of California at Davis.

Catherine Nelson, Professor of Political Science, Sonoma State University.

Margaret Redman, Professor of Education, University of La Verne.

Stephen Sayles, Professor of History, University of La Verne.

JASON NEIDLEMAN

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University of La Verne
1950 3rd Street
La Verne, CA 91750
jneidleman@laverne.edu
<http://faculty.laverne.edu/neidleman>

EDUCATION

Ph.D., June 1999, political science—Harvard University

M.A., 1995, political science—Harvard University

B.A., 1992, political science—UCLA

DISSERTATION

“The General Will is Citizenship: Inquiries into French Political Thought”

Adviser: Professor Stanley Hoffmann

PUBLICATIONS

Books

The Sublime Science of Simple Souls: Rousseau’s Many Paths to Truth, working manuscript

The General Will is Citizenship: Inquiries into French Political Thought, Rowman & Littlefield Publishers, Inc., 2001

Articles

“The Sublime Science of Simple Souls: Rousseau’s Philosophy of Truth,” under review with the Journal of the History of Ideas

“Ideology as Decontestation: A Lacanian Approach to Ideology Critique,” under review for publication in an edited volume of the proceedings of the VII Annual Social Theory Forum

“‘The Whole of Human Wisdom in the Use of the Passions:’ Rousseau and the Desire for Communion,” under review with History of Political Thought

“‘The Ecstasies of Tender Hearts:’ Patriotism and Popular Sovereignty in Rousseau’s Political Thought,” under review with the European Journal of Political Theory

- “Rousseau’s Tragic Spirit: On Conflict, Dissolution, and Impossibility,” under review with Modern Intellectual History
- “Rousseau’s Rediscovered *Communion des Coeurs*: Cosmopolitanism in the *Reveries of the Solitary Walker*,” forthcoming in Political Studies
- “Benjamin Constant,” forthcoming in Encyclopedia of Political Thought, Blackwell
- “The General Will,” forthcoming in Encyclopedia of Modern Political Thought, CQ Press
- “Reverie’s Revelations: The Ontological and Epistemological Dimensions of Rousseau’s Turn to Reverie,” International Journal of the Humanities, 2009
- “Foucault’s Absent Epistemology: Reassessing the Philosophical Implications of Rousseau’s Critical Histories,” International Journal of the Humanities, 2005
- “Rousseau’s General Will: Anachronism, Contradiction, Tragedy,” Pensée Libre 8

Book Chapters

- “‘An Invitation to Love Our Brothers:’ On the Tension between Rousseau’s Political and Religious Thought,” in Rousseau and Freedom, Cambridge University Press, 2010

Book Reviews

- Review of Conscience and Its Critics: Protestant Conscience, Enlightenment Reason, and Modern Subjectivity, by Edward G. Andrew, University of Toronto Press, 2001, for The Canadian Journal of Political Science, Vol. 35, No. 3, 2002.

PAPERS PRESENTED

- “‘The Ecstasies of Tender Hearts:’ Patriotism and Popular Sovereignty in Rousseau’s Political Thought,” presented at the semiannual meeting of the Rousseau Association, July 2011
- “Ideology as Decontestation: A Lacanian Theory of Ideology Critique,” presented at the Seventh Annual Social Theory Forum: Freud and Lacan for the 21st Century, April 2010
- “‘The Whole of Human Wisdom in the Use of the Passions:’ Rousseau and the Desire for Communion,” presented at the annual meeting of the Western Political Science Association, April 2010
- “*Un Cosmopolite malgré lui*: Rousseau’s Ambivalent Cosmopolitanism and its Implications for Democratic Citizenship,” presented at the semiannual meeting of the Rousseau Association, June 2009

- “The Sublime Science of Simple Souls: Rousseau’s Many Paths to Truth,” Faculty Lecture Series, University of La Verne, Sept. 2008
- “‘An Invitation to Love Our Brothers:’ On the Tension between Rousseau’s Political and Religious Thought,” presented at a special conference on Rousseau and liberty, at the Rockefeller Foundation’s Bellagio Conference Center, May 2007
- “Rousseau and Reason,” presented at the 2006 meeting of the American Political Science Association
- “Rousseau’s Substantive Argument for Democracy: Love of *la Patrie* as the Consequence of (Not the Precondition to) Popular Sovereignty,” presented at the 2006 meeting of the American Political Science Association
- “Rousseau’s Many Paths to Truth: Reverie as the Solution to the Poverty of Language and the Limitations of Reason,” presented at the meeting of the Western Political Science Association, 2006
- “Reverie’s Revelations: On the Form and Substance of Rousseauian Reverie,” presented at the semi-annual meeting of the Rousseau Association, 2005
- “Ideology Critique after the ‘Death of Man’: Explaining the Persistence of a Discredited Phenomenon,” presented at the meeting of the American Political Science Association, 2003
- “Rousseau’s Tragic Spirit: Theorizing Conflict Then and Now,” presented at the meeting of the meeting of the American Political Science Association, 2003
- “Disagreement or Difference? Reframing the Foucault/Habermas Debate,” presented at the meeting of the American Political Science Association, 2001
- “Benjamin Constant and the Liberal Critique of Sovereignty,” presented at the American Political Science Association Conference, 1999
- “Rousseau’s General Will: Anachronism, Contradiction, Tragedy,” presented at the Rousseau Association Conference, May 1999
- “Identifying Distorted Discourse: Foucault, Habermas and the Problem of Ideology,” presented at the Northeast Political Science Association Conference, November 1997
- “The General Will in the French Revolution,” presented to the Harvard Political Theory Workshop, November 1997

INVITED LECTURES

Rousseau and Religion, to be given at the University of Notre Dame as part of a series

called "Rousseau 2012: Are We Just Yet?," commemorating the tricentenary of the birth of Jean-Jacques Rousseau

We are all Idiots Now: A Lecture on Citizenship

Judaism after Anti-Semitism

PROFESSIONAL SERVICE

Coordinator, Arts and Sciences Reading Group, University of La Verne, 2009-present

Secretary-Treasurer of the Rousseau Association, 2009-present

Member, Faculty Senate, University of La Verne, 2004-2009, Vice President, 2008-2009, 2010-2011

College of Arts & Sciences, Dean's Search Committee, 2008-2009, 2011-2012

Reviewer for Political Theory, Political Studies, McGill-Queens University Press, Northern Illinois University Press

Faculty Representative to the Board of Trustees, University of La Verne, 2007-2009

Member, General Education Committee, University of La Verne, 2003-2009, chair, 2004-2007

Faculty Athletic Representative, University of La Verne, 2005-2007

AWARDS AND FELLOWSHIPS

Mellon Dissertation Completion Fellowship, 1998-1999

Mellon Dissertation Fellowship, 1996

Phi Beta Kappa, 1992

National collegiate debate champion, 1990

RESEARCH AND TEACHING INTERESTS

Political Theory

Rousseau; Continental political thought; philosophies of truth and meaning; feminist theory; democratic theory; the relationship between power and ideas

Public Law

Legal theory, Constitutional law

American Politics

American political thought; urban politics

Comparative Politics

European political identity; the modern Middle East

TEACHING EXPERIENCE

Associate Professor, Department of History and Political Science, University of La Verne

Classical Political Thought, 2001-2011

American Government and Politics, 2009

State and Local Politics, 2002-2011

World Civilization, 1500-present, 2005-2008

Constitutional Law, 2001-2010

Contemporary Legal Issues, 2001-2008

Modern Political Thought, 2001-2011

Government and Politics of the Middle East, 2002-2011

American Political Thought, 2004-2011

Senior Seminar, 2008-2010

Adviser for the University of La Verne Pre-law Society, 2001-present

Adviser for Political Internships, 2001-present

Adviser for Lordsburg Debate Union, 2004-present

Adviser for Alpha Lambda Delta, 2007-present

Adviser for CALPIRG, 2006

Instructor, Heman G. Stark Youth Correctional Facility

Introduction to Philosophy, summer 2007

Adjunct Professor, Department of Political Science, DePaul University

Realism and Relativism in Political Theory, winter 2000

Modern Political Thought, fall 2000, spring 2001

Ideas and Ideologies, winter 2000, fall 2000, spring 2000 and 2001

Legal Theory, spring 2000

Teaching Fellow, Department of Government, Harvard University

Political Theory from Machiavelli to Nietzsche, spring 1998

Moralism and Realism: Aristotle, Machiavelli, Locke, and Kant, spring 1996

Liberalism and Conservatism in American Political Thought, fall 1995

Designed and taught a seminar entitled "The General Will in French Political Thought and the Cosmopolitan Alternative," spring 1997

Undergraduate thesis adviser

LANGUAGES

French and German

Appendix II

CLASS ENROLLMENT FALL 2006 - SPRING 2011

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>
F 2006	HIST	101	26	
F 2006	HIST	101	20	
F 2006	HIST	101	25	
F 2006	HIST	110	18	
F 2006	HIST	110	23	
F 2006	HIST	110	19	
				PLSC
F 2006	HIST	311	3	311
F 2006	HIST	317	10	
F 2006	HIST	333	19	
F 2006	HIST	337	11	
				PLSC
F 2006	HIST	378	4	378
				PLSC
F 2006	HIST	409	3	409
F 2006	HIST	411	9	
F 2006	HIST	499	8	
F 2006	PLSC	301	24	
F 2006	PLSC	301	20	
				HIST
F 2006	PLSC	311	8	311
F 2006	PLSC	320	8	
F 2006	PLSC	351	9	
F 2006	PLSC	352	7	
				PHIL
F 2006	PLSC	371	27	371
				HIST
F 2006	PLSC	378	18	378
F 2006	PLSC	389	6	
F 2006	PLSC	397	5	
F 2006	PLSC	399	1	
F 2006	PLSC	416	12	
F 2006	PLSC	420	9	
F 2006	PLSC	452	18	
F 2006	PLSC	497	1	
F 2006	PLSC	499	20	
F 2006	GEOG	201	23	
F 2006	GEOG	201	6	

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>
J 2007	HIST	110	25	
SP 2007	HIST	102	25	
SP 2007	HIST	102	18	
SP 2007	HIST	102	10	
SP 2007	HIST	110	19	
SP 2007	HIST	110	22	
SP 2007	HIST	110	23	
SP 2007	HIST	110	16	
				PLSC
SP 2007	HIST	312	16	312
SP 2007	HIST	389	7	
				PLSC
SP 2007	HIST	407	3	407
SP 2007	HIST	412	10	
SP 2007	HIST	413	9	
SP 2007	HIST	439	17	
				PLSC
SP 2007	HIST	469	4	469
SP 2007	HIST	499	9	
SP 2007	PLSC	301	25	
SP 2007	PLSC	301	20	
				HIST
SP 2007	PLSC	311	5	311
SP 2007	PLSC	351	15	
SP 2007	PLSC	352	6	
				PHIL
SP 2007	PLSC	373	16	373
SP 2007	PLSC	389	4	
				HIST
SP 2007	PLSC	407	7	407
SP 2007	PLSC	410	7	
SP 2007	PLSC	452	10	
				HIST
SP 2007	PLSC	469	16	469
SP 2007	PLSC	497	1	
SP 2007	PLSC	499	7	
SP 2007	GEOG	201	21	
SP 2007	GEOG	201	24	
F 2007	HIST	101	23	
F 2007	HIST	101	24	
F 2007	HIST	101	22	

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>
F 2007	HIST	102	10	
F 2007	HIST	110	22	
F 2007	HIST	110	25	
F 2007	HIST	110	19	
				PLSC
F 2007	HIST	311	15	311
F 2007	HIST	316	12	
F 2007	HIST	332	13	
F 2007	HIST	389	9	
				SPCH
F 2007	HIST	409	14	409
				PLSC
				409
				PLSC
F 2007	HIST	409	8	409
				PLSC
				471
F 2007	HIST	471	3	
F 2007	HIST	499	9	
F 2007	PLSC	301	23	
F 2007	PLSC	301	17	
F 2007	PLSC	311	8	
F 2007	PLSC	351	13	
F 2007	PLSC	352	12	
				PHIL
F 2007	PLSC	373	15	373
F 2007	PLSC	389	11	
F 2007	PLSC	409	7	
F 2007	PLSC	416	20	
F 2007	PLSC	452	10	
				HIST
F 2007	PLSC	471	17	471
F 2007	PLSC	499	5	
F 2007	GEOG	201	24	
J 2008	HIST	110	24	
	HIST	110	21	
SP 2008	HIST	102	9	
SP 2008	HIST	102	18	
SP 2008	HIST	102	18	
SP 2008	HIST	110	18	
SP 2008	HIST	110	24	
SP 2008	HIST	110	12	

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>
SP 2008	HIST	110	25	
				PLSC
SP 2008	HIST	312	15	312
SP 2008	HIST	333	11	
SP 2008	HIST	353	4	
SP 2008	HIST	439	14	
				PLSC
SP 2008	HIST	469	7	469
SP 2008	HIST	499	3	
SP 2008	PLSC	301	25	
SP 2008	PLSC	301	23	
				HIST
SP 2008	PLSC	312	2	312
SP 2008	PLSC	351	17	
SP 2008	PLSC	352	10	
SP 2008	PLSC	363	14	
				PHIL
SP 2008	PLSC	371	15	371
SP 2008	PLSC	410	11	
SP 2008	PLSC	420	15	
SP 2008	PLSC	456	22	
				HIST
SP 2008	PLSC	469	9	469
SP 2008	PLSC	499	10	
SP 2008	GEGO	201	26	
F 2008	HIST	101	23	
F 2008	HIST	101	24	
F 2008	HIST	102	7	
F 2008	HIST	110	16	
F 2008	HIST	110	15	
F 2008	HIST	110	19	
				PLSC
F 2008	HIST	311	9	311
F 2008	HIST	323	6	
F 2008	HIST	337	8	
F 2008	HIST	389	10	
				PLSC
F 2008	HIST	409	3	409
F 2008	HIST	413	5	
F 2008	HIST	499	8	
F 2008	PLSC	301	20	

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>
F 2008	PLSC	301	21	
F 2008	PLSC	304	9	
				HIST
F 2008	PLSC	311	4	311
F 2008	PLSC	320	9	
F 2008	PLSC	351	11	
F 2008	PLSC	352	6	
				PHIL
F 2008	PLSC	373	8	373
F 2008	PLSC	389	21	
F 2008	PLSC	409	9	
F 2008	PLSC	409	21	VIETNAM
F 2008	PLSC	499	4	PAC. RIM
F 2008	GEOG	201	23	
F 2008	GEOG	201	8	
J 2009	HIST	110	35	
	HIST	410	14	
SP 2009	HIST	102	20	
SP 2009	HIST	102	5	
SP 2009	HIST	110	25	
SP 2009	HIST	110	16	
SP 2009	HIST	110	23	
				PLSC
SP 2009	HIST	312	9	312
				PLSC
SP 2009	HIST	407	2	407
				PLSC
SP 2009	HIST	414	6	414
SP 2009	HIST	439	17	
SP 2009	HIST	471	4	
SP 2009	HIST	499	6	
SP 2009	PLSC	301	22	
SP 2009	PLSC	301	22	
				HIST
SP 2009	PLSC	312	2	312
SP 2009	PLSC	321	12	
SP 2009	PLSC	351	16	
SP 2009	PLSC	352	10	

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>	
SP 2009	PLSC	363	10		
				PHIL	
SP 2009	PLSC	371	14	371	
				HIST	
SP 2009	PLSC	407	6	407	
SP 2009	PLSC	452	31		
SP 2009	PLSC	456	12		
SP 2009	PLSC	499	15		
SP 2009	GEOG	201	26		
F 2009	HIST	101	25		
F 2009	HIST	110	24		
F 2009	HIST	110	20		
F 2009	HIST	311	15		
F 2009	HIST	333	20		
F 2009	HIST	389	15		
				PLSC	
F 2009	HIST	409	0	409	LATIN AMERICA
F 2009	HIST	412	9		
				PLSC	
F 2009	HIST	469	8	469	
F 2009	HIST	499	7		
F 2009	PLSC	301	21		
F 2009	PLSC	301	19		
				HIST	
F 2009	PLSC	311	5	311	
F 2009	PLSC	351	13		
F 2009	PLSC	352	3		
F 2009	PLSC	389	19		
				HIST	
F 2009	PLSC	409	14	409	LATIN AMERICA
F 2009	PLSC	410	12		
F 2009	PLSC	452	17		
				HIST	
F 2009	PLSC	469	11	469	
F 2009	PLSC	499	11		
F 2009	GEOG	201	25		
J 2010	HIST	110	29		
	HIST	317	21		
SP 2010	HIST	102	12		

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>	
SP 2010	HIST	102	25		
SP 2010	HIST	110	22		
SP 2010	HIST	110	25		
				PLSC	
SP 2010	HIST	312	14	312	
SP 2010	HIST	336	9		
SP 2010	HIST	337	14		
				PLSC	
SP 2010	HIST	378	3	378	
				PLSC	
SP 2010	HIST	409	2	409	GENDER IN POLITICS
				PLSC	
SP 2010	HIST	414	18	414	
SP 2010	HIST	499	12		
SP 2010	PLSC	301	23		
SP 2010	PLSC	301	24		
				HIST	
SP 2010	PLSC	312	2	312	
SP 2010	PLSC	351	25		
				PHIL	
SP 2010	PLSC	373	19	373	
				HIST	
SP 2010	PLSC	378	11	378	
				HIST	
SP 2010	PLSC	409	8	409	GENDER IN POLITICS
				HIST	
SP 2010	PLSC	414	2	414	
SP 2010	PLSC	416	11		
SP 2010	PLSC	456	5		
SP 2010	PLSC	497	2		
SP 2010	PLSC	499	7		
SP 2010	GEOG	201	23		
F 2010	HIST	101	19		
F 2010	HIST	101	24		
F 2010	HIST	110	20		
F 2010	HIST	110	23		
				PLSC	
F 2010	HIST	311	18	311	
F 2010	HIST	323	15		
F 2010	HIST	332	18		

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>	
F 2010	HIST	389	8		
				PLSC	
F 2010	HIST	407	1	407	
				HIST	
F 2010	HIST	409	3	409	PACIFIC RIM NATIONS
F 2010	HIST	499	5		
F 2010	PLSC	301	24		
F 2010	PLSC	301	20		
				HIST	
F 2010	PLSC	311	4	311	
F 2010	PLSC	320	12		
F 2010	PLSC	351	21		
F 2010	PLSC	351	10		
				PHIL	
F 2010	PLSC	371	14	371	
F 2010	PLSC	389	16		
F 2010	PLSC	397	1		
				HIST	
F 2010	PLSC	407	9	407	
				HIST	
F 2010	PLSC	409	14	409	PACIFIC RIM NATIONS
F 2010	PLSC	420	19		
F 2010	PLSC	452	22		
F 2010	PLSC	497	2		
F 2010	PLSC	499	4		
F 2010	GEOG	201	26		
	GEOG	201	20		
J 2011	HIST	110	25		
SP 2011	HIST	102	22		
SP 2011	HIST	102	25		
SP 2011	HIST	110	24		
SP 2011	HIST	110	26		
				PLSC	
SP 2011	HIST	312	14	312	
SP 2011	HIST	316	9		
SP 2011	HIST	333	21		
				PLSC	
SP 2011	HIST	378	7	378	
				PLSC	
SP 2011	HIST	409	5	409	VIETNAM

<u>Semester</u>	<u>Course</u>	<u>Number</u>	<u>Enrollment</u>	<u>X-List</u>	
SP 2011	HIST	439	12		
				PLSC	
SP 2011	HIST	469	3	469	
SP 2011	HIST	499	2		
SP 2011	PLSC	301	25		
SP 2011	PLSC	301	21		
				HIST	
SP 2011	PLSC	312	11	312	
SP 2011	PLSC	351	21		
SP 2011	PLSC	352	10		
				PHIL	
SP 2011	PLSC	373	18	373	
				HIST	
SP 2011	PLSC	378	17	378	
SP 2011	PLSC	397	3		
				HIST	
SP 2011	PLSC	409	9	409	VIETNAM
SP 2011	PLSC	410	8		
				HIST	
SP 2011	PLSC	469	18	469	
SP 2011	PLSC	497	2		
SP 2011	PLSC	499	16		
SP 2011	GEOG	201	26		
SP 2011	GEOG	201	22		

Appendix III

Advising Record

Active UG Students by Advisor Report for: Gehm, Richard

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Majors and Concentrations</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Enroll Hours</u>	<u>Last GPA</u>	<u>Last Reg</u>
Main Campus							
Boone, Robert	10285739	Political Science	Philosophy	robert.boone@laverne.edu	103	2.2	2010/29
Castillo, Melissa	10208831	Political Science		melissa.castillo@laverne.edu	133	2.73	2009/30
Cheung, Curtis	10987301	Political Science		curtis.cheung@laverne.edu	99	2.91	2011/50
Colby, Aaron	10995391	Speech Communications, Political		aaron.colby@laverne.edu	59	3.52	2011/50
Evans, Rachel	11005076	Political Science		rachel.evans@laverne.edu	54	3.25	2011/30
Hirsch, Miles	10940179	History		miles.hirsch@laverne.edu 909 5385451	69	2.61	2011/30
Lezin, Valerie	11020177	Political Science		valerie.lezin@laverne.edu	21	3.01	2011/50
Lira, Stephanie	11028199	Political Science		stephanie.lira@laverne.edu	0	0	2011/50
McGinnis, Avery	11021732	Political Science		avery.mcginns@laverne.edu	31	2.54	2011/30
Molina, Brittany	10969292	Political Science		brittany.molina@laverne.edu 526 5141744	136	3.38	2010/30
Parsons, Jordan	11020820	Political Science		jordan.parsons@laverne.edu	12	3.42	2011/50
Ramirez, Jennifer	10979801	Political Science		jennifer.ramirez@laverne.edu	130	2.67	2011/30
Roche, Kristina	11021727	Liberal Studies	Political Science	kristina.roche@laverne.edu	45	3.23	2011/50
Roman, Samantha	11019324	Political Science		samantha.roman@laverne.edu	16	2.92	2011/50
Serrano-Ahumada, Victor	11000215	Political Science		victor.serrano-ahumada@laverne.edu	64	3.38	2011/50

Data Extracted on: 5/9/2011

Please Direct Student Advisor Changes to Academic Advising Office, Woody Hall

Active UG Students by Advisor Report for: Gehm, Richard

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Unmet Hours</u>	<u>Unmet GPA</u>	<u>Last Rec</u>
Shepard, Lauren	11062662	Political Science	Psychology	lshen.shepard@laverne.edu	54	3.21	201150
Lakelomo, Ryan	10802211	Political Science	History	ryan.lakelomo@laverne.edu 723 7225150	107	3.06	201150
Peter, Jerry	10947335	Political Science		jerry.peter@laverne.edu 805 5458444	116	3.04	201130
Iscaiano, Maytha	11016351	Political Science		maytha.iscaiano@laverne.edu	32	3.75	201150
Yanez, Amanda	11018535	Political Science History		amanda.yanez@laverne.edu	34	3.75	201150

Active UG Students by Advisor Report for: Marcuis, Kenneth

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u> earned Hours</u>	<u> earned Last</u>
Main Campus Beaudoin, Lisa	11018045	History		lisa.beaudoin@laverne.edu	36	4/20/1150
Castillo, Alberto	10998292	History		alberto.castillo@laverne.edu	98	7/1/201150
Castro, Aaron	10828240	History		aaron.castro@laverne.edu	58	2/8/201045
Elias, Jonathan	10968834	History		jonathan.elias@laverne.edu	79	2/22/201050
Escamilla, Robert	10998766	History		robert.escamilla@laverne.edu	41	2/8/201110
Falkenza, Anthony	10995072	History		anthony.falkenza@laverne.edu	48	3/12/201150
Griffin, Shelby	11015994	History		shelby.griffin@laverne.edu	36	4/20/1150
Robles, Alexis	11021811	History, Theatre		alexis.robles@laverne.edu	30	3/7/201150
Salomon, Marissa	11021152	History		marissa.salomon@laverne.edu	20	3/35/201150
Tucker, Samantha	11006584	History		samantha.tucker@laverne.edu	52	3/22/201150

Active UG Students by Advisor Report for: Amini, Gitty

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Counsel Hours</u>	<u>Overall GPA</u>	<u>Last Rec</u>
Main Campus							
Aminah, Sheabey	10982368	Theology, International Studies		sheabey_ahmadina@laverner.edu 714 6378565	95	3.98	201130
Alva-Cardenas, Andres	11016649	International Studies		andres_alva_cardenas@laverner.edu	53	3.2	201150
Alvarez, Mariela	10888879	Political Science	Psychology	mariela.alvarez@laverner.edu 626 3375423	121	3.07	201150
Anderson, Ashley	11013116	International Studies	Spanish	ashley.anderson@laverner.edu	28	0.46	201150
Blakely, Katherine	10824485	Political Science		katherine.blakely@laverner.edu	127	2.04	201050
Bravo, Nicole	10867552	International Studies	Spanish	nicole.bravo@laverner.edu 909 4633780	136	3.4	201010
Burton, Ayana	10995530	International Studies		ayana.burton@laverner.edu	44	2.54	201150
Bustos, Melissa	10995225	Political Science	Psychology	melissa.bustos@laverner.edu	78	3.47	201150
Chicas, Monica	11015559	Political Science		monica.chicas@laverner.edu	20	3	201130
Clayton, Karlesse	11013800	International Studies		karlesse.clayton@laverner.edu	16	2.75	201150
Cor-Jova, Remington	11008227	Political Science	Criminology	remington.corjova@laverner.edu	72	3.12	201130
Cox, Julie	10998055	International Studies		julie.cox@laverner.edu	55	3.16	201150
Crespo, John	10983885	Sociology	International Studies	john.crespo@laverner.edu 626 9673388	80	2.86	201130
Delgado, Nora	10998097	Political Science	Psychology	nora.delgado@laverner.edu	59	3.32	201130
Galian, Daniel	10980512	Political Science		daniel.galian@laverner.edu 626 3574045	51	3.03	201130

Active UG Students by Advisor Report for: Amini, Gifty

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Current Overall GPA</u>	<u>Last Reg.</u>
Goss, Stephen	11020979	Political Science		stephen.goss@laverne.edu	83	3.75 201150
Hardgrave, Leana	11015446	International Studies	Communications	leana.hardgrave@laverne.edu	24	3.98 201150
Huber, Michael	10928996	Political Science		michael.huber@laverne.edu 909 9823190	119	2.05 201150
Juhász, Jennifer	10567513	International Studies		jennifer.juhasz@laverne.edu	120	3.12 201150
Mansell, Ryan	10980099	Political Science, Speech Communications		ryan.mansell@laverne.edu 909 9836569	118	3.87 201150
Miles, Ebony	10968503	Political Science		ebony.miles@laverne.edu	115	3.07 201150
Morr, Chelsea	11016970	International Studies		chelsea.morr@laverne.edu	22	3.24 201150
Nelson, Shelby	11030944	Communications Broadcast Journalism	International Studies	shelby.nelson@laverne.edu	21	3.37 201150
Osore, Monique	11018132	Political Science	Philosophy	monique.osore@laverne.edu	44	3.75 201150
Prude, Briana	10927830	Political Science, Religion International Relations		briana.prude@laverne.edu 909 9883570	158	3.22 201130
Reyes, Stephanie	11003251	Political Science		stephanie.reyes2@laverne.edu	110	3.46 201130
Saakyan, Ani	11007018	International Studies		ani.saakyan@laverne.edu	105	3.11 201130
Schmidt-Weymans, Megan	10982115	Political Science	Speech Communications	megan.schmidt-weymans@laverne.edu 626 2169191	93	3.21 201150
Sharma, Tahil	11015313	Spanish	International Studies	tahil.sharma@laverne.edu	26	2.95 201150
Valdiviaso, Gabriel	11000228	Political Science		gabriel.valdiviaso@laverne.edu	57	2.25 201150
Webb, Casey	11011916	International Studies		casey.webb@laverne.edu	64	3.38 201150

Data Extracted on: 5/9/2011

Please Direct Student Advisor Changes to Academic Advising Office, Woody Hall

Active UG Students by Advisor Report for: Amvii, City

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Latent Hours</u>	<u>Detail</u>	<u>Last</u>	<u>By</u>
Zamora, Aaron	10947412	Speech Communications, Political Science		aaron.zamora@laverne.edu	120	0.24	201150	
Zepeda, David	11016604	International Studies		david.zepeda@laverne.edu	20	0.04	201150	

Active UG Students by Advisor Report for: Neidlemann, Jason

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Local and Primary Phone</u>	<u>Local Visited Hours</u>	<u>Last Sub. Acc</u>
Main Campus Zorobias, Michael	109289399	Political Science		michael.zorobias@laverne.edu	48	7/6/2011 5:0
Franzosa, Victor	110026649	Political Science	Criminology	oscar.bauman@laverne.edu	72	10/1/2011 6:0
Correa, Almiria	110156665	Political Science		almiria.correa@laverne.edu	24	8/06/2011 5:0
Dominguez, Matthew	10880399	Political Science		matthew.dominguez@laverne.edu 925-3332717	122	2/4/2011 1:0
Inguet, Lucet	110186662	Political Science		lucet.inguet@laverne.edu	18	3/18/2011 5:0
Giuliano, Austin	11002183	Political Science		austin.giuliano@laverne.edu	45	2/25/2011 3:0
Gutierrez, Aisha	10982100	Political Science		aisha.gutierrez@laverne.edu 714-2235800	78	2/27/2011 5:0
Hedgerpath, Remington	11026162	Political Science		remington.hedgerpath@laverne.edu	120	2/5/2011 1:0
Jahanvashi, Ava	10998259	Political Science, Economics		ava.jahanvashi@laverne.edu	69	9/7/2011 5:0
Lee, Umi	11014285	Political Science		umi.lee@laverne.edu	16	2/4/2011 5:0
Madame, John	10986400	Political Science		john.madame@laverne.edu 909-5746085	64	2/7/2011 5:0
Montoya, Ramon	11016020	Political Science	Music	ramon.montoya@laverne.edu	25	2/17/2011 5:0
Piquet, Kenneth	11001364	Political Science		kenneth.piquet@laverne.edu	95	1/07/2011 5:0
Poston, Kenneth	11003553	Political Science		kenneth.poston@laverne.edu	53	3/30/2011 5:0
Pozo, Angel	10983853	Political Science		angel.pozo@laverne.edu	90	2/7/2011 5:0

Active UG Students by Advisor Report for: Neideman, Jason

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentrations</u>	<u>Minor</u>	<u>Local and Primary Phone</u>	<u>Local Overall Hours</u>	<u>Local Hour</u>
Reyes, Ruby	10978728	Psychology		ruby.reyes@laverna.edu 903 6217290	110	3.22 201130
Santoval, Lorenz	11000212	Political Science		lorenz.santoval@laverna.edu	49	2.24 201150
Schneider, Heather	11015017	Political Science		heather.schneider2@laverna.edu	0	0
Torres, Jibcy	10967457	Political Science		jibcy.torres@laverna.edu	117	3.47 201130
W. Jozzo	11018772	Political Science		jozzo.jw@laverna.edu	34	3.6 201150
Unzile, Megan	11015468	Criminology Psychology	Political Science	megan.unzile@laverna.edu	17	2.72 201150
Welsh, Aaron	11032690	Political Science		aaron.welsh@laverna.edu	81	3.09 201130

Active UG Students by Advisor Report for: Sayles, Stephen

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Learned Hours</u>	<u>Overall GPA</u>	<u>Last Ex</u>
Main Campus							
Maria Alba	10998431	Communications Multi-Media	Women, Gender & Sexuality St	alisa.alba@laverne.edu 569 4640074	56	2.37	2/10/2010
Bressee Emily	11009842	History		emily.bressee@laverne.edu	63	3.04	2/11/10
Case, Sean	10983064	History		sean.case@laverne.edu 714 2790813	57	2.34	2/11/10
Castro Evelyn	10928965	Social Science Liberal Studies		evelyn.castro@laverne.edu	146	3.11	2/11/10
Chapman, Blake	11014371	History		blake.chapman@laverne.edu	67	2.95	2/11/10
Corbett Antonia	11019703	History		antonia.corbett@laverne.edu	200	3.85	2/11/10
Fahmy, Rana	10996585	History		rana.fahmy@laverne.edu	30	2.07	2/11/10
Feola Daniel	11014750	History		daniel.feola@laverne.edu	89	2.96	2/11/10
Ferreira Juan	10849398	History		juan.ferreira@laverne.edu	147	2.72	2/10/10
Garcia, Stephanie	11025633	Social Science		stephanie.garcia4@laverne.edu	98	3.23	2/11/10
Gerard, Jessica	11013880	Social Science		jessica.gerard@laverne.edu	45	3.4	2/11/10
Harris, Elizabeth	11019839	Liberal Studies		elizabeth.harris@laverne.edu	73	3.23	2/11/10
Hernandez, Christina	10998242	History, Spanish		christina.hernandez2@laverne.e	50	3.48	2/11/10
Lentz, Kevin	11002090	History		kevin.lentz@laverne.edu	124	3.24	2/11/10
Manolla, Michael	10988752	History		michael.manolla@laverne.edu 626 9613950	114	2.64	2/11/10

Active U/G Students by Advisor Report for: Scyles, Stephen

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Linked Hours</u>	<u>Overall GPA</u>	<u>Last Rec</u>
McDevitt, Megan	10996456	History		megan.mcdevitt@laverna.edu	55	2.96	2/11/10
Mouthell, Arielle	11021344	Social Science		arielle.mouthell@laverna.edu	76	3.49	2/11/10
Reed, Levi	11054371	History		levireed@laverna.edu	10	2.7	2/11/10
Thorne, Samuel	10998118	History		samuel.thorne@laverna.edu	57	3.24	2/11/10
Sanchez, Bryan	10961756	History		bryan.sanchez@laverna.edu 309 9889280	62	2.51	2/11/10
Sandoval, Claudia	10967039	Social Science		claudia.sandoval@laverna.edu	74	2.44	2/10/10
Skolaski, Richard	11023209	Social Science		richard.skolaski@laverna.edu	71	3.05	2/10/10
Stephens, Daniel	11019062	History		daniel.stephens@laverna.edu	13	3.6	2/11/10
Zaslav, Sara	10993642	History		sara.zaslav@laverna.edu	111	3.61	2/11/10

Active UG Students by Advisor Report for: Somvichian, Kamol

As of: 5/9/2011

<u>Name</u>	<u>ID</u>	<u>Major(s) and Concentration(s)</u>	<u>Minor</u>	<u>Email and Primary Phone</u>	<u>Lunch Hours</u>	<u>Overall GPA</u>	<u>Last Rec</u>
Main Campus							
Chen, Lory	10909211	Political Science		lory.chen@laverne.edu	19	1.59	2011/10
Cruz, Nathaniel	10908502	Political Science		nathaniel.cruz@laverne.edu	96	2.18	2011/10
Kaiser, Adam	11012885	Political Science		adam.kaiser@laverne.edu	89	2.78	2011/10
Smith, Christopher	11089057	Political Science		christopher.smith@laverne.edu	117	3.68	2011/10

Appendix IV

Alumni Survey Results (2011)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Avg. (1-5)
1. I was satisfied with the content and organization of my major.	0	0	0	11	4	4.27
2. My departmental coursework provided a logical, complete, and appropriate course of instruction.	0	0	0	12	13	4.52
3. I was satisfied with the overall quality of my major's instruction.	0	0	0	7	18	4.72
4. I was satisfied with the quality of faculty advising within my major.	0	1	2	6	16	4.48
5. I was satisfied with the reading materials assigned in my major.	0	1	2	13	9	4.20
6. My major helped improve my writing skills.	0	0	3	4	18	4.60
7. My major at ULV improved my analytical skills.	0	0	3	9	13	4.40
8. My major at ULV improved my research skills.	0	1	3	5	17	4.46
9. My major at ULV helped me understand the major theories in my field.	0	0	1	10	14	4.52
10. My major at ULV helped me apply theories to questions and problems.	0	1	3	8	13	4.32
11. I have continued to learn about my major on my own since graduation from ULV.	0	2	5	8	11	3.92
12. My major training has furthered my career goals.	0	3	6	5	11	3.96
13. My major training has prepared me for responsible citizenship.	0	0	3	8	13	4.42
14. My major training has improved my ability to work in groups.	0	2	5	8	9	4.08

15. My major training has helped me better understand issues of multiculturalism.

0 0 5 9 10 4.21

16. My major training has helped me understand differences and similarities across societies and cultures.

0 0 4 9 11 4.30

Total

4.34

Question 17. The greatest strength of your major was:

Response	Frequency (N=29)	Percentage
Facilitated improvement in student skills	4	13.8%
Writing skills	1	
Research skills	2	
Balance of Research, Writing & Reading	1	
Curriculum	13	44.8%
Rigor	4	
Variety of subjects	3	
Cultural and Political Awareness	3	
Innovation/New Material	1	
Depth and Detail of Courses	2	
Faculty	12	41.4%
Faculty-student relations	12	

Question 18. The greatest weakness in your major:

Themes	Total # of Themes (N=25)	Percentage of total themes
Faculty/Advisement	5	20%
Career Option/Professional development	4	
History & Political Science combined as one department	1	
Curriculum	13	52%
Quantitative vs. Qualitative	2	
Lack of modern resources for undergraduate research	1	
# of Books required to purchase	1	
Lack of field experience	1	
Lack of group/peer to peer learning	2	
Variety of courses offered	6	
Personal Difficulty with material	1	
None	7	28%

Question 19: What jobs/positions have you held since graduation?

Positions/Fields	Total # of Responses (N=22)	Percentage of total themes
Education	4	18.2%
Teacher or Professor	3	
Coach	1	
Customer Services/Sales	6	27.3%
Field representative	1	
Minister	1	
Campaign Manager/Political Consultant	2	
Customer Service	1	
Management Trainee	1	
Law	3	13.6%
Law Intern	1	
Paralegal	1	
Legal Assistant	1	
Graduate School	2	9.1%
Unspecified	2	
Other	7	31.8%
Administrative Assistant/Executive Secretary	5	
Construction	1	
Census taker	1	

Question 20. Recommendations:

Themes	Total # of Themes (N=9)	Percentage of total themes
Curriculum	8	88.9%
Don't ostracize differing opinions	1	
Increase variety of courses	3	
More Asian history	1	
Offer Medieval history more often	1	
Qualitative aspect of political science	1	
More idea sharing for Senior Thesis	1	
Faculty/Advisement	1	11.1%
Connect more with students	1	

Question 21. Favorite course:

Courses	Total # of Responses (N=38)	Percentage of total themes
Politics	24	63.2%
Modern Political Theory	2	
Political Parties & Interest Groups	2	
Classical Political Philosophies	1	
Political Behaviors	1	
Study of Politics	1	
Contemporary Legal Issues	1	
American foreign Policy	2	
Peace and War	1	
Comparative Government and Politics	1	
Comparative Foreign Policy	1	
American Government and Politics	1	
State and Local Government	2	
International Relations	2	
Government and Politics of Middle East	2	
Congress and Presidency	1	
Model United Nations	1	
Pacific Rim Nations	1	
Politics of Developing Nations	1	
History	9	23.7%
History of Mexico	1	
Western Film in American Culture	2	
History of Western Warfare	1	
United States Since World War II	1	
Development of American Democracy I	1	
Development of American Democracy II	1	
Early Modern Europe	1	
History of Latin America	1	
Courses taught by specific professors	4	10.5%
Gelm	1	
Amini	2	
Sweet	1	
Other	1	2.6%
Core: War and Mass Media	1	

Question 22. Least Favorite Courses:

Themes	Total # of Themes (N=18)	Percentage of total themes
History	6	33.3%
World Civilizations	1	
Western Film in American Culture	2	
Late Modern Europe	1	
US History & Cultures	1	
Approaches to History	1	
Politics	11	61.1%
American Government and Politics	2	
American Foreign Policy	1	
Classic Political Philosophies	2	
Comparative Government and Politics	2	
Government and Politics of Pacific Rim	1	
Comparative Foreign Policy	1	
State and Local Government	1	
Gelm Courses	1	
Other	1	5.6%
None	1	

Summary

Strengths

1. The majors facilitate improvement in skills such as analysis, writing, research and verbal communication.
2. Courses and assignments are challenging.
3. Faculty-student interactions are appreciated.
4. Favored courses were of high variety in both History and Political Science. No course was singled out as unpopular.
5. Graduates work in very diverse employment settings.

Weaknesses

1. Variety of courses
2. Career development

Opportunities and recommendations

1. Provide internship and other career experiences regularly
3. Offer courses covering Latin America and other under-covered regions
4. Provide career-based advising

Appendix V

Student Focus Group

Department of History and Political Science
Summary Report

Prepared by Michelle Alfaro
May 17, 2011

Executive Summary

The Department of History and Political Science program review process included a student focus group with students currently majoring in History, Political Science, Social Science, and International Studies from the College of Arts and Sciences. The focus group was conducted on 2 May 2011 in the Senior Project class, where students from all programs within History/Political Science complete their culminating project. Participants were asked about key aspects of the History/Political Science program, including topics such as the strengths, weaknesses, and areas of potential growth for the program. A summary of the findings is provided in the following write-up.

Purpose

The goal of the student focus group was to gather feedback regarding issues about the History/Political Science program: what are the strengths of the program, what are the weaknesses, how can the program be improved, and what does the program lack.

Methods

Participants

The participants included students that are currently majoring in History, Political Science, Social Science, and International Studies from the College of Arts and Science. Participants included both female and male students. Participants varied in age and ethnicity, and all volunteered to be a part of the focus group and were willing to provide essential feedback.

Procedure

Participants were informed that their comments would be kept confidential and that identifying information would not be recorded or provided in the final summary. The focus group administrator recorded participants' comments manually.

Instrumentation

The following questions were used to guide the focus group discussion:

1. What are the strengths of the History/Political Science program?
2. What are the weaknesses of the History/Political Science program?

3. What are some opportunities that the History/Political Science program could benefit from?
4. What are some solutions that could help the History/Political Science program?

After the focus group was completed, participants' comments were collectively grouped. To further assist in a content analysis, the comments were then sorted into four main categories of Strengths, Weaknesses, Opportunities, and Solutions. The comments were then subjected to a thematic analysis to identify underlying themes and to address the primary questions addressed by the student focus group.

Summary of Findings

Based on the focus group conducted with students majoring in History, Political Science, Social Science, and International Studies in the College of Arts and Sciences at the University of La Verne, the following results were produced. Four major categories of content were identified through the analysis: Strengths, Weaknesses, Opportunities, and Solutions.

Strengths:

Strengths of the History/Political Science program include the professors within the department and that they vary in their teaching styles. By having different teaching styles, the students are able to learn the material in different ways and gain a wider experience and understanding. As well, there are different opportunities for the student to learn the material. The students commented that nearly all the professors are highly accomplished, which creates respect and admiration within the classroom setting. Students commented that professors create a warm and welcoming environment in their classes and students are able to openly express their feelings and beliefs in the classroom.

Students also shared that they appreciated how the material was taught in the classroom. The students feel that the professors are able to clearly share and teach their topics, but most importantly, they are able to put these topics within a context that is relatable to current events and other fields. As well, the students identified that professors spend time discussing social and economic change, and how that is relevant to the current moment. Overall, students reinforced the comment that the greatest strength of the program is the professors.

Weaknesses:

Though students commented how essential and valuable the professors are to the program, they also shared that some professors do not put in an equal amount of effort than some of the others. Students stated that some professors are very easy on them and they do not feel challenged in the classroom. As well, the lack of diversity in the coursework has also been a challenge. Students feel that they are learning the same material over and over but through different courses. Students were also disappointed in the fact that one professor fell asleep during their student presentations. Students feel that the professors should be evaluated and monitored.

Students shared that the courses currently being offered are limited in scope. Students would like to see an expansion in topics and have knowledgeable professors teach various

topics that do not solely focus on American topics. Students are also experiencing incongruence in communicating with professors. Though the professors expect an immediate response from students over email regarding some class or advisory issue, when students send emails with their own questions to the professors they find it very difficult to get a response back from the professor in a timely manner.

Students also commented on their frustration in having a lack of variety in classes. Not only are the topics limited, but also time and day offerings of the courses should vary to meet the different needs of students. Often times, the students' other courses interfere with their major courses, which inevitably can delay their graduation time. Lastly, students commented that instead of having professors provide powerpoints in all classes, they would like more seminar-style courses, where they are able to share their thoughts and have open dialogues about the topic at hand.

Opportunities:

One opportunity that was suggested by the students would be to include new faculty to teach some of the current courses that are being offered, so that existing faculty can better teach their interests and would not be so overburdened with all the classes they teach now. A second opportunity that students feel they would benefit from would be to have advisors that are up to date on the requirements that the students need in order to graduate. Lastly, because some of the topics of the courses being taught are so broad, students feel it would be best to narrow down the topics of certain courses in order to learn the material better, which would help the student in the long term.

Solutions:

Students were also asked what solutions they felt would be beneficial to the program and would assist in correcting the weaknesses that they had pointed out. They commented that having more speakers come to ULV would be helpful and having someone share their experience and expertise would be worthwhile. Students also felt that if professors are also acting as advisors, they need to make themselves available to students and be familiar with the requirements that are expected of the student in order to graduate. Lastly, students suggested that a course be developed that incorporates religion and politics; perhaps an INTD class.

Appendix VI

Senior Exit Survey (Fall 2006-Spring 2011)

Table 1

Responses of History/Political Science Students to the Senior Exit Questionnaire: **Satisfaction**

Items (n=78)

Apply	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Does Not
	%	%	%	%	%	%
1. Variety of courses in your major	37	37	12	11	3	0
2. Scheduling of class times in your major	26	44	26	3	1	0
3. Senior project or senior seminar process	30	50	17	0	1	2
4. Access to equipment, instruments, or facilities	35	46	12	3	0	3

Note:

Table 2

Responses of History/Political Science Students to Senior Exit Questionnaire: **Content Received in Major** (n=78)

	Too Much %	Enough %	Too Little %	Does Not Apply %
1. Theory, information and facts	1	87	4	3
2. Application of theory in practical settings	0	81	14	5
3. Hands-on experiences	0	26	50	24
4. Opportunity for research	3	86	7	1
5. Ethical issues in your field or major	3	69	14	9
6. Historical context of major	5	83	8	1

Note:

Appendix VII

Exit Exams

Results of Exit Exam, spring 2006

	History	Political Science	Aggregate Results
Average Score	15.1 of 25	9.1 of 20	
Percentages	60%	46%	53%

Results of Exit Exam, Spring 2007-Fall 2010

	History	Political Science	Aggregate Results
Average Score	16.6 of 25	9.2 of 20	
Percentages	66.4%	46%	56.2%

Exam results in Political Science have held steady since the last program review. Results in History are up 6%. The department's learning outcomes may not be especially well-measured by a multiple choice exam, because they emphasize critical thinking and analysis more than information retention.

Exit Exam

History 311, 312, 333, 389, 337 (A)

Date _____

1. Alexander Hamilton's economic program was designed primarily to
 - a. prepare the United States for war in the event Britain failed to vacate its posts in the Northwest.
 - b. provide a platform for the fledgling Federalist Party's 1792 campaign.
 - c. Establish the financial stability and credit of the new government.
 - d. ensure northern dominance over the southern states in order to abolish slavery.
 - e. win broad support for his own candidacy for the presidency in 1792.

2. The presidential election of 1840 is often considered the first "modern" election because
 - a. the slavery issue was first raised in this campaign.
 - b. there was a very low turnout of eligible voters.
 - c. voting patterns were similar to those later established in the 1890s.
 - d. both parties for the first widely campaigned among all eligible voters.
 - e. a second era of good feeling had just come to a close, marking a new departure in politics.

3. Frederick Jackson Turner's "frontier thesis" focused on the importance of
 - a. the traditions of western European culture.
 - b. the absence of a feudal aristocracy.
 - c. African Americans and slavery.
 - d. the conflict between capitalism and workers.
 - e. the existence of cheap unsettled land.

4. The Kansas-Nebraska Act of 1854
 - a. repealed the Missouri Compromise of 1820.
 - b. split the Democratic Party into northern and southern factions.
 - c. included the doctrine of "popular sovereignty."
 - d. sought to improve chances for a northern terminus of a proposed transcontinental railroad.
 - e. all of the above.

5. The idea of "manifest destiny" included all of the following beliefs except:
 - a. Westward expansion was both inevitable and beneficial.
 - b. The use of land for settled agriculture was preferable to its use for nomadic hunting.
 - c. Commerce and industry would decline as the nation expanded its agricultural base.
 - d. God had selected America as a chosen land and people.
 - e. The ultimate extent of the American nation was to be from the tropics to the Arctic.

6. The Roosevelt Corollary to the Monroe Doctrine (1904) did which of the following?
 - a. Prohibited United States intervention in the Caribbean.
 - b. Warned against European seizure of the Panama Canal.

- c. Sought to end the wave of nationalization of American-owned property in the Caribbean.
 - d. Declared the United States to be the "policeman" of the Western Hemisphere.
 - e. Provided United States military support for democratic revolutions in Latin America.
7. All of the following concerns were addressed during the "hundred days" of the New Deal except
- a. banking regulation.
 - b. unemployment relief.
 - c. agricultural adjustment programs.
 - d. homeowner mortgage support.
 - e. court restructuring.
8. The Truman administration did all of the following except:
- a. establish a new loyalty program for federal employees.
 - b. abolish the Tennessee Valley Authority.
 - c. extend Social Security benefits.
 - d. order the desegregation of the armed forces.
 - e. veto the Taft-Hartley Act.
9. Conscription policies in World War I and World War II differed significantly in that in the latter conflict
- a. African Americans were drafted into integrated units.
 - b. conscientious objectors were not officially recognized.
 - c. the draft began before the United States entered the conflict.
 - d. the draft was administered at the regional and federal levels by the armed forces.
 - e. exemptions were offered for a range of war-related occupations.
10. During the 1880s and 1890s, farmers complained about all of the following except
- a. rising commodity prices.
 - b. high interest rates.
 - c. high freight rates.
 - d. high storage costs.
 - e. large middleman profits.
11. How was the early modern peasant economy organized?
- a. Most peasants owned and operated their own farms.
 - b. The majority of peasants rented lands or worked as sharecroppers.
 - c. All peasants were serfs and thus had no rights.
 - d. The peasantry no longer existed; peasants had moved into the middle class.
12. What relation did humanism have to the Protestant Reformation?
- a. Many preachers had a humanistic education in addition to a theological background.
 - b. The Reformation was about humanity first, religion second.

- c. Medieval scholarship flourished in the monasteries.
- d. Protestant followers declared themselves above to be humanists.

13. How did the Council of Trent respond to challenges facing the Catholic church?
- a. It agreed with all criticisms by the Protestants and called for immediate change.
 - b. It denied Protestant claims and ordered armies to immediately attack the Protestants.
 - c. It issued a series of reforms to affect all levels of the church.
 - d. It did nothing—its members could come to no agreement.

14. Why was the Ottoman Empire able to expand into Eastern Europe and the Mediterranean?
- a. It took advantage of weak governments in these areas.
 - b. It had a powerful and devoted military.
 - c. a and b.
 - d. None of the above.

15. Why did the Dutch Republic become a global trading empire?
- a. It stole ships from England and France for its own economic ends.
 - b. It combined an extensive banking system with a large shipping network.
 - c. It had no religious disputes with other countries.
 - d. The size of the Republic was large enough to dominate first Europe and then the world.

16. What was the purpose of historical narratives in many ancient societies?
- a. They maintained the power of the elite and gave a sense of place.
 - b. They served primarily as forms of entertainment that had no other use.
 - c. They supported the notion that all citizens should read and write.
 - d. They upheld the creation of democratic societies.

17. What limitations did medieval historians have in their writing and research?
- a. They often had few sources to draw on and upheld the power of their patrons.
 - b. They labored with a constant abundance of sources that always conflicted.
 - c. They lost the ability to read earlier texts.
 - d. They had no limitations; historiography was a thriving science.

18. What impact did the Industrial Revolution have on new approaches to history?
- a. Histories increasingly dealt with the lives of the common people.
 - b. All histories served to uphold the power of the state.
 - c. Historians focused their attention solely on the creation of capitalist economies.
 - d. Historians rejected the world in which they lived to praise uncritically earlier eras.

19. Why did social history become popular after World War II?
- a. Many historians wanted to focus their efforts on those who had little voice.
 - b. Histories about parties and other social functions suddenly came in vogue.
 - c. Capitalist enterprise funded most historical writing.
 - d. Historians increasingly got along.

20. What role did postmodernism have in changing the ways historians viewed the past?
- a. It encouraged historians to look at the nature of power in new ways.

- b. It focused most of its energies on art.
- c. It demanded historians to view the world in a uniform manner.
- d. It supported the rise of the narrative of the state.

21. How did industrialization affect common citizens?

- a. Workers were forced to adapt their schedules to a time clock.
- b. Many children as well as adults worked in factories.
- c. Discipline and punishment for infringements, such as tardiness, were common.
- d. All of the above.

22. How was the artist depicted during the Romantic era?

- a. As a lone genius, struggling against the forces of society.
- b. As a compliant worker who abided by the wishes of his/her patron.
- c. As a joyful presence in a world of gloom.
- d. None of the above.

23. How successful were the 1848 Revolutions?

- a. They established limited representation in some states.
- b. They were completely unsuccessful.
- c. They achieved some of their aims, although conservative governments often followed.
- d. a and c.

24. Why was there an increase in political and social tensions in late nineteenth century Europe?

- a. Industrialization and nationalism increased expectations and rivalries among countries.
- b. There was no demonstrable increase in tensions.
- c. Most farmers wanted to return to the protection of the feudal era.
- d. The United States was becoming a colonial power in Europe.

25. What is a fundamental idea in Nietzsche's philosophy?

- a. The will is a formidable source of power.
- b. Joyful innocence is the best approach to solving problems.
- c. All men and women are created equal.
- d. None of the above.

Exit Exam

Political Science 301, 351, 389, 371 (A)

Date _____

1. According to proponents of supply-side economics,
 - a. increasing the supply of goods available for consumption lowers prices and reduces the inflation rate.
 - b. increasing government spending provides an incentive to invest in business expansion.
 - c. decreasing the supply of money reduces the federal deficit.
 - d. borrowing money decreases the risk of unemployment and recession.
 - e. cutting taxes leads to more incentive to save, work harder, and create more jobs.

2. The view that judges should play a minimal role in policymaking is called judicial
 - a. precedent.
 - b. restraint.
 - c. neutrality.
 - d. objectivity.
 - e. jurisprudence.

3. Today, most delegates to each major party's national convention are chosen by
 - a. state presidential caucuses.
 - b. state party chairpersons prior to any caucus or presidential primary.
 - c. state presidential primaries.
 - d. the previous national convention.
 - e. a lottery system

4. Monetary policy is directly regulated by
 - a. the Federal Reserve System.
 - b. Congress and the President.
 - c. the Department of Commerce.
 - d. the Treasury Department.
 - e. the United States Mint.

5. In most congressional elections, challengers
 - a. lose.
 - b. are better known than incumbents.
 - c. win.
 - d. outspend an incumbent.
 - e. spend roughly as much money as incumbents.

6. Realism has all of the following traits, EXCEPT:

- a. acceptance of economics as important
 - b. zero-sum view of the international system
 - c. assumption of the rationality of nation-states
 - d. looking at world politics from a systemic level of analysis.
7. Deterrence theory does NOT include which of the following traits?
- a. communication
 - b. capability
 - c. credibility
 - d. time limit
 - e. none of the above
8. What did Neo-realism add to Realism?
- a. a dog-eat-dog view of the world
 - b. the notion of the distribution of power in the international system
 - c. a belief in the importance of world government
 - d. the assumption of anarchy in the system
9. The Treaty of Versailles
- a. set up the United Nations
 - b. ended the Korean War
 - c. helped rebuild Germany
 - d. blamed Germany for the war
10. Interdependence has taken international cooperation to new heights in which two particular areas?
- a. trade & environment
 - b. environment & immigration
 - c. military & trade
 - d. immigration & military
 - e. third-world aid & trade
11. A hypothesis is
- a. a miniature version of a theory
 - b. a definitive finding of correlation between the independent and dependent variables
 - c. a definitive finding of causation between the independent and dependent variables
 - d. an educated guess about the phenomena that one is trying to explain
12. Induction is the method of reasoning that
- a. starts with a general theory and then finds specifics that back it

- b. starts with specific cases and then finds generalizations to form a theory
- c. emphasizes empiricism
- d. is not scientific
- e. b & c

13. Making the study of politics truly scientific is impossible because
- a. one cannot run experiments with political matters
 - b. human behavior is too complex to ever be scientifically studied
 - c. it is impossible to measure phenomena in politics
 - d. all of the above
 - e. none of the above

14. A representative sample is
- a. random
 - b. double-blind
 - c. the control group
 - d. when the sample contains proportionately similar traits to the larger population
 - e. all of the above

15. All of the following are examples of game theory EXCEPT
- a. Prisoner's Dilemma
 - b. Chicken
 - c. French Laundry
 - d. Stag Hunt

16. At his trial, Socrates was charged with all of the following EXCEPT...
- a. making the weaker argument the stronger.
 - b. cowardice.
 - c. impiety.
 - d. corrupting the youth.

17. In Plato's Republic, Thrasymachus defines justice as...
- a. the advantage of the stronger.
 - b. paying one's debts.
 - c. harmony within the soul.
 - d. giving each his due.
 - e. one person, one job.

18. Which of the following is NOT a faculty of Plato's tripartite soul?
- a. emotion
 - b. reason
 - c. appetite
 - d. spirit

19. According to Aristotle virtue is...

- a. the *telos* of a human being.
- b. a mean.
- c. what the virtuous person does.
- d. all of the above

20. According to Aristotle polity...

- a. ensures the rule of the most virtuous.
- b. is very similar to tyranny.
- c. combines the best features of oligarchy and democracy
- d. is superior to aristocracy.

Appendix VIII Senior Project Evaluations

i. Student Performance on Senior Project Presentations (fall 2006-fall 2010)

Competency	n/a	Very True	Somewhat True	Minimally True	Not at all True	Avg. (1-4)
<u>Effective Presentation</u>						
1. Spoke in a clear and confident voice						3.63
2. Made individually directed eye contact with the audience						3.63
3. Audio-visual materials, tables or graphs were well designed						3.73
4. Used audio-visual material effectively						3.73
5. Paced presentation to the allotted time						3.63
6. Used well organized notes						3.45
7. Responded to questions professionally and to the point						3.58
<u>Integration of Theory, Research, and Application</u>						
8. Referred to relevant theory						3.04
9. Presented own methodology and analysis with proper detail and clarity						3.16
10. Identified relevant application of findings (Conclusions)						3.19
11. Related findings (Conclusions) to theory						2.69
12. Related findings to prior research and/or the literature						3.06
13. Expressed reservations and acknowledged limitations						3.62
Total						3.40

ii. Student Performance on Senior Projects (Fall 2006-Spring 2010)

	Avg. (1-4, one highest)
A. Integration and Inference	
1. Has clear and well-defined thesis	1.88
2. Recognizes the complexity of the factors involved	1.88
3. Uses scholarly sources and appropriate research Methodology	1.82
4. Thoroughly analyzes, evaluates and integrates Information	1.97
5. Concludes and infers appropriately	2.02
B. Reference List	
6. Majority of sources are current (appropriately current)	1.90
7. Sources are from refereed journals or scholarly books And exceptions are appropriate	1.92
8. Formatting is consistent with appropriate academic style (e.g.APA, MLA)	1.73
9. Total number of references is reasonable (not too few or not too many)	1.76
10. Reference list matches with citations	1.61
C. Organization	
11. Is well-organized (good headings/paragraph breaks)	1.83
12. Main ideas are clear and vivid	1.81
13. Sequencing is smooth and effective	1.94
14. Project overall is clean and presentable	1.70
D. Language Use	
15. Displays consistent facility with language	1.85
16. Uses variety of sentence structures from simple to complex	1.89
17. Word choices are sophisticated, precise, original	2
18. Uses idioms appropriately	1.98
19. There are no detectable grammatical or mechanical errors.	1.99
E. Academic Integrity	
20. Citations/footnotes are placed appropriately	1.67
21. Quotation marks are placed where necessary	1.61
22. Paraphrasing is well done and cited	1.51
23. No glaring shift of style/vocabulary indication plagiarism	1.66
Total	1.82