<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>2</td>
</tr>
<tr>
<td>Section B</td>
<td>6</td>
</tr>
<tr>
<td>Section C</td>
<td>8</td>
</tr>
<tr>
<td>Section D</td>
<td>10</td>
</tr>
<tr>
<td>Section E</td>
<td>17</td>
</tr>
<tr>
<td>Section F</td>
<td>23</td>
</tr>
<tr>
<td>Section G</td>
<td>25</td>
</tr>
<tr>
<td>Section H</td>
<td>27</td>
</tr>
</tbody>
</table>
Table and Appendices
Political Science Self Study

Table B1 Faculty Distribution page 32
Table B2 Faculty Productivity page 33
Table B3 Program Type by Major page 39
Table B4 Retention-Graduation Rates page 42
Table B5 Credit Hours page 43
Table B6 Summary Tables page 44
Table B7 Instructional Expenditures page 46

Appendix B1 Rationale for Peer Program page 47
Appendix B2 Organizational Chart page 49
Appendix B3 Unit Bylaws page 51
Appendix B4 Faculty Roster page 82
Appendix B5 Summary Table page 83
Appendix C1 Strategic Plan and Goals page 85
Appendix D1 Learning Outcomes/Assessments page 115
Appendix D2 Syllabi Writing Intensive Courses page 130
Appendix D3 Program Degree Requirements page 170
Appendix D4 Courses Offered by Department page 180
Appendix D5 Survey Results Summary page 198
Appendix D6 Advisement Procedures page 202
Appendix D7 Self Study Survey Results page 203
Appendix D8 Evaluation Scores page 203
Appendix D9 Exiting Senior Survey Results page 204
Appendix F1 Definition of Graduate Faculty page 205
Appendix F2 List of Graduate Faculty page 207
Appendix F3 Curriculum vitae page 208
Appendix F4 Faculty Involvement in Self Study page 372
Appendix F5 External Grant Sources page 373
Appendix F6 Dept. Service to GSU and Univ. page 374
Appendix F7 Professional Services page 375
Appendix F8 Dept. Service and Outreach page 376
Appendix G1 Student Faculty Ratios page 377
Appendix G2 Library Report page 378
The mission of the Department of Political Science at Georgia State University is to produce excellent scholarship befitting a nationally ranked political science department while educating our students to be critical thinkers, creative problem solvers and responsible citizens who are well prepared through a liberal arts education to live and work in an increasingly interdisciplinary, intercultural and international world. Capitalizing on our location in Atlanta, a major urban, political, business, and media center, the Department is dedicated to providing an environment of teaching, learning, scholarship and service that contributes to the civic, professional, social, educational and cultural vitality of our city, our state, our country and the world.

Section A: Unit Assessment of Strengths and Weaknesses

Quality of Research, Instruction, and Service

The Department of Political Science has made significant progress toward its goals by demonstrably increasing the quality of research, instruction and service by the department since the completion of its last self study in 1996. In the area of research productivity the Department has undergone a radical transformation increasing its scholarly output by over 100 percent (see Section F). This was accomplished with a net increase of only four tenure track faculty members between 1996 and 2005. A recent study ranked 400 political science departments across the world on the basis of their publishing impact on the discipline. Political Science rose from 320th to 112th—an increase greater than any other department included in the study (Hix, 2004, Political Studies Review 2: 293-313). Another indicator of improvements in the research quality of the department is reflected by increases in the level of the Department’s extramural funding sources. The previous self study described extramural funding as “minimal”. During the past three fiscal years the Department received more than $200,000 in external grants. A grant seeking culture is beginning to emerge in the department to support increasingly productive and ambitious research agendas.

The increases in research productivity are significant given the Department’s contemporaneous accomplishments improving the quality of its undergraduate and graduate instruction. At the undergraduate level the number of political science majors and the number of majors graduated has increased nearly threefold (see section E). As part of our assessment process, exiting seniors were asked to compare their ability to write, speak, reason and analyze data upon entering college to their level as they prepare to graduate. In every category of direct comparison there was a noticeable and significant increase in mean response averaging from one half to almost one point higher in the examined categories. Student learning outcomes are encouraging because they occur despite the large numbers of students in most political science courses. For example, in the Spring of 2006, the average class size in Political Science was nearly double the number of students per class in the College (see Section D). This highlights a major weakness in the instructional program of the political science department: it is difficult for us to meet student demand. Not only are our classes large, students convey the need for more and more varied course offerings. In the student survey completed by GSU Institutional Research for this Self Study Report more than 2/3 or respondents complained of not being able to take courses and more than half of these respondents cited as the reason that classes were either full or not offered. We have increasingly had to rely on the less than optimal solution of Part Time and Graduate Teaching Instructors to address un-met student demand.
Instructionally our graduate program has also become more robust as the faculty has worked on improving our MA and PhD programs. As a result, our students have dramatically increased their research productivity in recent years. Faculty student co-authorship of published papers has increased. Current GSU graduate students presented nearly 50 papers at professional conferences between FY2004 and FY 2006. Political Science graduates from the past three years have produced a number of refereed articles and book chapters and two books—one published with Routledge and the other under contract with Cambridge University Press. We have obtained two Fulbright grant offers and have seen more external grants awarded to our students. We have also experienced increasing success with the placement of our PhD students in academic positions not just in the Southeast but nationally and internationally as well.

Finally, the Department of Political Science provides continuing service to the University, community and to the profession. Beyond required representation on College committees, faculty are involved (and many hold leadership positions in) state, national and international professional associations. Members of the Department are in demand for their national and international expertise. They are often called on to provide expert assessment of political developments by consulting with government and non profit agencies and providing interviews for scores of media outlets. The Department of Political Science also actively serves the community by providing educational forums about current political events. Within the last three years the department has sponsored and participated in colloquia and presentations on many political topics. Additionally faculty members have made dozens of presentations to community groups in the Atlanta metropolitan area on a wide range of political issues of interest.

**Centrality of Programs to the University**

Through the teaching and research activities of its faculty, the Department of Political Science contributes to several facets of the mission of Georgia State University as identified in the Strategic Plan.

1. First, the University is dedicated to undergraduate programs based on a core curriculum that promotes interdisciplinary, intercultural and international perspectives. The Department of Political Science offers two courses that enable students to fulfill core requirements both of which emphasize the increasingly integrated nature of the world in which we live. All students enrolled at a University System of Georgia College are required to take American Government (POLS 1101). Additionally Global Issues (POLS 2401) helps students fulfill the social science foundation requirement in Area E of the undergraduate core curriculum. The perspective offered in these classes, as well as others in our undergraduate International Affairs Concentration, helps to provide an intellectual foundation for achieving an important general education goal, namely to effectively analyze and understand contemporary politics in a multicultural and global environment.

2. Second, the University is dedicated to providing a curriculum that provides options emphasizing an urban focus. Through the courses that the Political Science Department offers in state and local government, Georgia Politics, urban politics, African American politics, policy analysis and much of the American Government curriculum students are provided the tools to see how diverse perspectives impact not only global politics but the neighborhoods and communities in which we live.

3. Third, the University is committed to the enhancement of interdisciplinary research programs and centers. Although the Political Science Department does not have its own center, political science faculty are vital to and supportive of the cross disciplinary approach to
learning that these efforts represent. Political Science faculty are valuable contributors to the Blumenfeld Center for Ethics as well as the Centers for Asian Studies, Hellenic Studies, Middle East Studies, Latino Studies and Neighborhood Metropolitan Studies, the EU Certificate Program, the Latin American Certificate Program, the Department of African American Studies, the Department of Philosophy, and the Department of Women’s Studies. The Political Science department also coordinates exchange programs or research collaborations with universities in the United Kingdom and Korea. As part of the GSU’s Strategic Initiatives Grant the Department was provided with resources to develop research collaborations and student exchanges with the University of Pretoria in South Africa.

4. Fourth, the University proposes to contribute to the vitality of our city and the world. The Department’s research on democratic theory and processes is basic to this objective. Faculty publish and present this research at meetings of regional, national and international associations. Faculty members have been asked to consult nationally and internationally on how to support democratic governance through election administration, systems and monitoring. The Department exposes our students to these issues of governance through the curriculum and through our student clubs and teams. Our student clubs serve to create excitement and awareness about politics on campus and in the community. Our student teams including Mock Trial, Model UN and Model Arab League have been recognized in regional and national competition for their understanding of the political environment. The Department also sponsors more than 100 internships every year in government, political and public service organizations.

5. Fifth, the University is committed to graduate students who are proficient in their discipline as trained and talented professionals and who can lead in a global society. At both the MA and PhD level the Department is developing these professionals. We have maintained our terminal MA program because of student demand from career oriented people who benefit from the degree. At the doctoral level, while focused on producing academics, several of our international graduate students have returned to their home countries to assume leadership positions in government.

Viability of Programs

Both the undergraduate, master’s (MA) and doctoral (PhD) programs in the Political Science Department are viable. At the undergraduate level in the past 3 years the Department has experienced significant growth in majors, hours, head counts and graduation rates. At the MA level the Department of Political Science fills a unique professional niche. Because Atlanta is a governmental, business and media center many people are interested in obtaining an advanced degree in political science to enhance their professional stature. As a result demand for our MA program remains strong and because of this demand we have maintained our terminal MA program. Master’s level enrollments for the self study period averaged nearly 70 students per year with 15 graduations annually. The Political Science Department is excited about the growth and development of its PhD program. The Department has increased its emphasis on the PhD program and has had some success attracting promising, fulltime students. During the self study period we have averaged about 35 students each year pursuing the PhD. Between FY 2003-FY 2005 we graduated 11 doctoral students and had a good record of placements for these students in post doctoral fellowships and tenure track positions including schools like Vanderbilt and University of Maryland Baltimore County. Although we are pleased with the progress of the students in the program, we need additional resources to more fully develop and enhance our
doctoral program. Only recently have we been able to increase stipends to minimally competitive levels and have not been able to grow more quickly because of previous resource constraints.

**Strategic focus**

The Department of Political Science offers four concentrations at the undergraduate level—a general degree, and programs in pre-law, in international affairs, and in pre-education for those planning to teach social science at the middle or highschool level. The general concentration provides students with broad understanding of the principles of governance and how people utilize political institutions to address societal conflicts and concerns nationally and internationally. The pre-law concentration has experienced tremendous growth since the last self study and is extremely popular with students interested in advanced degrees in the legal field. The Department has become the place on campus for pre law majors meeting a significant student demand. Last year 137 GSU pre-law students were accepted at dozens of law schools throughout the country. Student demand remains high for our International Affairs concentration as well. Infused with a global perspective this concentration serves to internationalize our curriculum and increase student appreciation of the diversity and complexity of the contemporary world. Completion of the pre-education concentration (along with allied social science fields) helps to train teachers who generally go on to seek admittance to the alternative master of education program in the social sciences at the GSU College of Education or a comparable program at another institution.

At the graduate level, the Department provides the most comprehensive political science program in the state of Georgia. We offer doctoral concentrations in 5 areas: American Government, International Relations, Comparative Politics, Political Theory and Public Policy, and Administration. We have often collaborated with the Department of Public Administration in the Andrew Young School of Policy Studies through joint appointments, the cross listing of courses, and graduate faculty appointments to provide students with the opportunity to earn a PhD in public administration. The public administration department does not offer a doctoral degree. However, the School of Policy Studies does offer a joint PhD in Public Policy with Georgia Tech. Students desiring a Doctorate in Public Policy generally are seeking a more applied degree than the PhD in political science. Some have chosen to pursue the degree in Policy Studies. We need to clarify whether our current relationship with PAUS will continue, whether we will hire a public policy person in Political Science or whether we will drop this subfield at the PhD level. We have also had to look to the Philosophy Department to supplement our specialization in Political Theory. At the MA level we offer a general MA as well as specialized concentrations in American Politics, Comparative and International Politics and in Professional Governmental and Political Practices as well as a Joint Degree with International Business. Many of our master’s students seek the degree to enhance their careers. The variety of degree programs afford them the opportunity to focus on the aspects of political science that are most useful to their professional advancement.

**Financial Resource Analysis**

As a result of the Action Plan implemented after the previous self study, significant resources were devoted to increasing the number of tenure track faculty in the department. We grew from 15 full time faculty in 1996 to our current 19 full time faculty with 2 vacant positions. As called for in the Action Plan we were able to increase senior positions in the Department by hiring one Associate Professor and promoting two to full (including that hire). However, we lost
one full professor to retirement and have had trouble retaining people because of salary concerns. Two of our most productive recently tenured professors, as well as one who likely would have earned tenure, left the Department because of salary considerations. Political science remains below recommended staffing levels and by almost any measure handles a large student load. One indication of this load is revealed in a recent analysis of cross-subsidies released by the University. The Department’s revenue/expense ratio at 4.2 is well over the required “break even point” of 2.6 and is in fact the 2nd highest ratio of all revenue generating departments in the University. Political science is one of the most under-resourced credit hours on the entire campus.

The Action Plan also led to additional funding for the graduate program. This funding has allowed the Department to increase PhD stipends 50%. In our last self study our orientation was toward producing “teacher-scholars” who would likely get jobs in 4 year teaching colleges and engage in little continuing research. Today with more competitive graduate stipends we are increasingly able to attract students who want to be researchers, train them to do so and place them in research environments. Still even with this improvement, we remain below average in doctoral funding for southeastern universities [Data distributed at meeting of SPSA Chairs, Jan. 2006].

The third major expenditure called for in the Action Plan was greater physical space. Greater physical space has been allocated. Ten years ago the Department was divided between the 5th and 10th floors. Today it is integrated with greater meeting and office space. However there is still insufficient space for GTAs/PTIs, insufficient space to grow the faculty, and insufficient space for the faculty to take on additional staff responsibilities for example the editorship of a journal.

Section B: Historical and Current Contexts

It has been ten years since the Department of Political Science underwent academic program review. In that time the Political Science Department has changed significantly purposing to remake itself into a “department of distinction” worthy of a major research university. In FY 2006, the department had 11 tenured and 8 tenure track professors with one fulltime instructor and one fulltime lecturer. One fourth of the tenured and tenured track faculty are female. Three members of the department are racial minorities. One tenured and one tenure track professor is African American, another is of mixed racial heritage (Table B-1).

Compared to our previous self study, the tenure and tenure track faculty has significantly increased its research productivity more than doubling its output compared to the earlier period. During 2003-2005 the faculty published a total of 42 refereed journal articles, 15 non-refereed journal articles, 23 book chapters, 2 refereed books, 5 edited books, 34 book reviews and 113 conference papers. During this time period this amounts to an average 2.15 journal articles per faculty member and 5.65 conference presentations over the three year period. The growth in productivity greatly outpaced the growth in faculty, from 15 to 19 over this time period. The Department generated $202,400 in external and $38,000 in internal grants. The external awards included prestigious grants by the German Marshall Fund of the United States, the Fulbright Commission and the US Institute of Peace as well as a continuing disbursement of a previously awarded grant from the National Science Foundation. Despite these notable successes the average external direct funding per faculty member in Political Science during the self study period was just $10,120 (please see Table B-2 for data).
At the undergraduate level the Political Science department offers a general degree as well concentrations in International Affairs and Pre-Law. Majors in political science have increased by more than 50% since the Fall of 2001 and 10% since 2004. The growth in majors means that Political Science ranks 5th (out of 22) in majors for the College of Arts and Sciences. At the graduate level the Department offers a general MA as well as concentrations in International and Comparative Politics, Professional Practices and a Joint Degree with International Business. Enrollments at the MA have have been stable averaging nearly 70 students per year. Enrollments in our doctoral program have also been steady with about 35 students in the program each year (please see Table B-3 for data). Undergraduate graduation rates have grown significantly by more than 30% since FY 2004. Graduation rates at the MA and PhD have been consistent over the past 3 years averaging nearly 15 MAs and 4 PhDs annually (see Table B-3 for data).

The number of credit hours generated by the Political Science Department has been trending upward. The Department produced 26,806 credit hours in FY 2006. This was the largest number of credit hours generated by the Department in the last 10 years. Comparing credit hours in Spring 2005 with Spring 2006, Political Science ranked first in the College of Arts and Sciences in total number of new credit hours generated (6%) [data from Dean’s office, 3/10/06]. In FY2006 nearly 2/3 of all political science credit hours were taught at the upper division. To meet student demand the department has increasingly had to rely on PTIs and GTAs to teach even its upper division courses. In FY 2006 nearly a third of the credit hours in these classes were taught by non FTE instructors (see Table B-5). Data obtained from the 2005 Delaware Study of Instructional Costs and Productivity finds Political Science at Georgia State had the lowest ratio of direct instructional expenditure per student credit hour, and per FTE of any of the Regents identified peer and aspirational institutions included in the analysis (see Table B-7 for data). Comparison schools included Arizona State, Florida State, Temple, and SUNY-Binghamton as well as southeastern universities like University of Georgia, UNC Chapel Hill, University of Alabama-Tuscaloosa and UT Knoxville [information on the Delaware Study is available at www.udel.edu/IR/cost/].

Despite these constraints the Department of Political Science has increased its relevance to its students, the profession and to the community since the last self study. Students increasingly have made the political science department their department of choice for Pre-law and International Affairs. Placement of students provides some external validation of the quality and substance of our efforts. Nearly 140 pre-law students were admitted to some of the best schools in the southeast and throughout the country. The Political Science program also directs nearly 100 collegiate internships each year including the Legislative Internship Program for students at GSU and other schools throughout the state. Many of our students obtain full time employment through these experiences. At the graduate level many of our MA students enroll in the program to enhance credentials for career advancement. Within the past 3 years we have trained students working at CNN, the Atlanta Journal-Constitution, The Georgia Commissioner of Labor, CARE, the Carter Center, Senator Zell Miller’s office, and many other places. Professionally, our faculty is more active than at any time in its history. In addition to publishing in leading books and journals, faculty routinely are called upon to share their expertise with media outlets and as consultants for government agencies and non governmental institutions. Members of the department also seek to be relevant to the community through participation in colloquia, roundtables and presentations designed to increase understanding of current political events.
Section C: Progress toward Goals and Objectives

Ten years ago (1996-97 Self-Study) we dreamed of becoming a nationally recognized faculty with a coherent set of specializations to offer a select graduate program able to place graduate students nation-wide, and a high quality and larger undergraduate program that would be the place on campus for pre-law and international studies majors.

Specifically, we aimed in 1996 to meet the objectives below. A short description of how we have met or changed each of these objectives chosen in the 1996 assessment, follows each one.

1. Meet the recommended Regent’s faculty/student ratio of 19 full-time faculty. We increased from 15 full-time faculty in 1996 to our current 19 full-time faculty, two vacant positions, and two full-time lecturer positions. Still the number of majors that we have has increased more than 2 and a half times since 1996 and enrollments have grown by almost 60% since 2001—a tremendous increase. In FY 2005, Political Science produced more credit hours than 13 other department in the College of Arts and Sciences. We also ranked 1st in the number of students per class having an average class size of 53.4 in Spring 2006. The Department offered 25,619 credit hours in the academic year 2004-2005 and 26,423 in 2005-2006, sixth highest in the College of Arts and Sciences.

2. Increase senior positions in the department from one by hiring 1-2 Full Professors. In the last decade we hired one Associate Professor and had two promotions (including that hire) to Full. We lost one full professor to retirement, as well as several other lower ranking ones. Two recently tenured faculty left for higher salaried positions, as well as one earlier who has since earned tenure elsewhere.

3. Nationally-recognized faculty. We have significantly enhanced our reputation through a dramatic increase in publications (1993-96 we produced only 1 book, 3 edited volumes, 6 journal articles, 9 book chapters, and 54 conference papers) and professional service. In the past three years we have produced 7 books, 42 refereed journal articles, 15 non-refereed journal articles, 23 book chapters, 34 book reviews and 113 conference papers.) We conducted 153 manuscript reviews, received 19 external grants and had a member invited to join the Council on Foreign Relations.

4. Create research foci in Political Economy and in Democratic Theory and Process. We envisioned research foci as a way to attract high-caliber graduate students and to increase research synergies among faculty and between faculty and grad students. Because of the departure of one professor, we have not focused as much on political economy as expected, though we have hired one junior faculty member who retains a focus on comparative political economy, and two who teach comparative political economy. We do have one faculty member who works on international political economy, one whose scholarship encompasses public choice theory and several who address political economy questions in their work on development. Nevertheless, our expected hiring additions in public policy have not materialized, and our expected links to the School of Policy Studies have had a slow start, though remain possible following some initial meetings.
We continue to work on a PhD testing area in Political Economy with the Economics Department.

On the other hand, our strength in Democratic Processes and Democratization has grown and is substantial, though it too did not result in a Center for Democratic Studies, which had been envisioned ten years ago. We have developed a niche in comparative elections, election administration, systems, and monitoring. Several of our faculty members have been called on to provide this kind of expertise for elections throughout the world. More broadly, we have additional faculty working on questions of democratization and almost all members of the faculty have something to contribute to the subject of democratic processes. The Department is also developing increasing strength in the area of public law and has a strong record of publication, teaching, and graduate student placement in this area. While not envisioned in the previous strategic plan, it is consistent with the University goal of “continu[ing] to develop programs and curricula that bring legal theory and practice together”.

5. **Enhance graduate program – caliber of students and stipends.** We envisioned maintaining a strong terminal M.A. program, and maintaining a PhD program dedicated to training well-rounded teacher-scholars who would be placed in four-year colleges in the Southeast by 2001 and national-wide by 2006. We have achieved some of these goals – increased our PhD stipends from $8000 in 1996 to $12,000 in 2006-2007, increasing GRE scores from an average for MA students of 981 in 2001 to 1089 in 2005 and for PhD students from 1018 in 2001 to 1061 in 2005; and placing our students in four-year colleges and universities, primarily still in the Southeast, but also including Loyola University in Chicago, University of Maryland at Baltimore County, Bridgewater College, Virginia, and Vanderbilt University. We thus reached our goal of placing Ph.D.’s in nationally ranked universities, as well as those outside the region, within a decade. Our graduate students have also become more proficient at obtaining grants. One received $45,000 in dissertation research on democratization promotion in Africa. Another was a finalist in the 2005 Fulbright dissertation competition, while a previous student was awarded a Fulbright for that same country and another for Brussels, Belgium.

In addition, our graduate students have increasingly participated in professional conferences and begun to publish journal articles and book chapters, both individually and as co-authors with our faculty. Our terminal M.A. program continues to be strong, with about 70 MA students and 35 doctoral students enrolled in any given year.

6. **Quality undergrad program by placing full-time professors in 2000-level courses, expanding our internship program, developing colloquia series and student clubs, and replacing the BIS Law and Society and BIS International Relations programs.** We have largely met these goals by increasing our majors nearly 3 fold; placing full-time professors in the 2000-level courses; sponsoring and advising several student clubs; and replacing the BIS interdisciplinary degree programs with special concentrations in Political Science in pre-law and international relations/comparative politics.
In working to achieve these goals the Department has sought to advance the University’s objectives detailed in its Strategic Plan. Increasing the number of faculty (Goal 1) served to enhance and improve the teaching mission of the department. Specifically it has helped us meet the University’s goal of “creat[ing] an academic environment conducive to effective and inspired teaching, learning and scholarship”. Additional faculty positions have allowed us to address growing student demand while preparing our students to understand contemporary politics in an increasingly diverse, multicultural and global environment.

The increase in senior positions, development of nationally recognized faculty and the creation of research foci (Goals 2, 3, 4) have all positioned the Department to have the kind of productivity and focus that allows the Department to contribute to the Georgia State’s primary goal of becoming “one of the nation’s premier research universities”. As the University has dedicated itself to the “enhancement of scholarship”, over the past 10 years the faculty in Political Science has focused on academic excellence by significantly improving their publication record.

Finally, the University proposes both to increase the number of graduate students and to “increase the number, value and benefits of graduate assistantships”. Consistent with this objective, Political Science has worked to enhance its graduate program (Goal 5). Though we still need additional resources, some progress has been made in supporting our graduate students. Greater support has allowed us to professionalize our program and train students who are proficient in our discipline and prepared to research, teach and work in political science related fields.

Section D: Curricula Quality

Undergraduate Program

Undergraduate education is a strong and vital component of the Department of Political Science. The department scores very high on measures of teaching effectiveness and curricula quality on surveys done for this self study and reinforced by other measures such as the University’s survey of exiting graduates and student evaluations of core courses. The department has seen very significant improvements in the number of courses offered and breadth of coverage of major fields of political science and geographic regions of the world since the last self study of 1996.

The department offers several unique opportunities for its undergraduates designed to enrich the curriculum. There are four variations of the undergraduate degree: the General Political Science concentration; International Affairs Concentration; Pre-law Concentration; and Pre-Education Concentration and Certificate in Pre-Education Broad Field Social Science. Each concentration has its own set of core and elective courses that allow students to customize their undergraduate experience based on their area of interest. In addition, the department provides credit for and encourages students to take up a wide variety of internships. A representative list of such internships would include internships at the United States State Department, Department of the Interior, Georgia Legislative Assembly (average of 15 students a year), Georgia Department of Labor, Carter Center, Amnesty International, International Rescue Committee, and various political campaigns. The department also offers simulation courses on the United Nations, Arab League, US Congress, and Mock Trial which are designed to develop substantive knowledge and practical diplomatic and political skills.

Undergraduate Program Learning Outcomes
Program goals established by the department are designed to achieve the following learning outcomes:

- Understanding of the structures and processes of American and Georgian government commensurate with the needs of citizenship and an effective civil society
- Recognition of the universality of politics in human experience: an understanding of political issues from a global perspective, and of global issues from a political perspective
- Understanding of the scientific method, including the formulation of hypotheses and the role of independent, control, and dependent variables
- Understanding of the difference between normative and descriptive explanations of political behavior
- Ability to recognize appropriate supporting and contrary evidence and assess evidence using principles of logical analysis
- Ability to write a paper or make an oral presentation with a clearly supported thesis statement and logical conclusions drawn from findings
- Basic knowledge of the use of social statistics and an ability to conduct research using traditional and new technological resources
- Ability to effectively analyze contemporary issues within the context of diverse disciplinary perspectives
- Ability to effectively analyze contemporary multicultural questions
- Ability to effectively analyze contemporary global and international questions

Undergraduate Learning Outcome Assessment Plan
The department has developed a detailed assessment plan to track the achievement of the above learning outcomes. It has also instituted learning outcome testing procedures in two core courses—POLS 2401 (Global Issues) and POLS 1101 (American Government)—as well as in the methods course required of all undergraduates (POLS 3800). In 2006 the department developed a Retention Progress and Graduation Proposal that won funding from the office of the Provost. It also developed a retention plan which has been offered as an example for other units. Finally the Department’s 2006 plan of action for undergraduate, graduate, and core student learning outcome assessment has been nominated for a university-wide award.

Evidence of Student Learning
Results from the self study surveys show that among faculty there is a strong commitment to undergraduate teaching, and this is reflected in both the yearly student teaching evaluations and the positive ratings from the self study survey of alumni, graduating seniors and current undergraduates. The survey shows significant satisfaction with undergraduate teaching among undergraduates, undergraduate alumni, and exiting seniors (at or above the mean for the university). This satisfaction is encouraging because the average grades given by departmental instructors are significantly below that of many other departments within the college. However, problems remain, including large class sections, lack of faculty to meet teaching demand, and the subsequent impact on student advisement. These are linked to the additional instructional resource needs of the department brought out in other aspects of this self study (Appendix D7).

The high survey rating on academics relative to the University is supported by recent student evaluations for the two main introductory courses, American Government—POL S 1101, and Global Issues—POLS 2401 (Appendix D8). Since many non-majors must take these courses in large class sections, one would expect evaluations to be among the lowest of all courses offered by the Department. In fact the evaluations are quite high across the board and the large sections show no discernable difference in evaluations than the smaller sections. These evaluation numbers would be even higher if limited to faculty evaluations instead of including evaluations of Graduate Teaching Assistant-led courses.

The evaluations from Spring 2006 from the one required course for all political science majors, Political Methodology, POLS 3800, continues this pattern of high student evaluations (Appendix D9). Again, one would expect lower evaluations in this course than in other upper
division courses because it is both a requirement and a mathematics-oriented course, and thus at variance from the strengths and interests of most political science majors.

These evaluations take on greater significance when one compares the average grades of the Department compared to the other departments in the College of Arts and Sciences. The Department average grade for Fall semester 2005 was 2.7. This ranks as the fifth lowest G.P.A. among 21 departments in the College of Arts and Sciences reporting more than 100 total grades. Three out of the four lower G.P.A.’s were reported by physical and natural science departments. In addition, the means G.P.A. for exiting seniors in the Department (3.12) was also lower than the mean G.P.A. for the University’s exiting seniors (3.22).

Most of the comments on academics support the positive survey responses. Several current faculty were singled out for praise as excellent teachers, caring individuals and for providing valuable advice both during and after the college years. Many students commented on the positive experience and the value of the education. For example one student commented, “I had a great experience attending Georgia State. The political science department helped me to prepare for life after graduation.” Another commented, “The academics were excellent; i.e., they were challenging and interesting,” while a third noted, “My experience at Georgia State and [the] Political Science department was an excellent one. Every course that I have taken has helped me tremendously in my new career.” These are representative of many of the comments of students. A few students complained of the perception of ideological bias among faculty, while an equivalent number stressed the need for greater racial diversity, particularly the need for more African American male faculty.

Georgia State University’s exiting undergraduate survey results further underline the quality of student experience as political science majors in terms of quality of courses, instruction, scholarly quality of faculty, and preparation for advanced study. Once more this survey highlighted the department’s weaknesses in terms of variety and number of courses available (see Table D-4 below). More than two-thirds complained of not being able to take courses, and fifty percent of these respondents cited the reason as that the classes were either full or not offered. These last items once more draw attention to the need for more faculty lines. Significant percentages of students sought, but were unable, to take extra courses across all the subfields of political science.

Exiting seniors were also asked to assess learning outcomes in several categories and in particular were asked to compare their ability to write, speak, reason, and analyze data and information upon entering college and then exiting college. In every category of direct comparison there was a noticeable and significant increase in mean response, averaging one half to almost one point higher on such things as “ability to write clearly and effectively” (mean increase of .73), “ability to speak clearly and effectively” (mean increase of .46), “organize and interpret data appropriately” (mean increase of .79), “ability to locate and organize information from multiple sources” (.92), “apply scientific reasoning in problem solving” (.72), “ability to integrate new information with past knowledge” (.69) and “ability to analyze quantitative problems” (.71).

Undergraduate Advisement and Mentoring

While students report general satisfaction with faculty advising, the Department suffered slightly in comparison to the University in the area of advising. Undergraduates gave a mean rating of 3.15 when asked about the availability of academic advising within the Department as compared to a mean rating of 3.47 for the university. Career advisement also suffered in
comparison (2.96 to 3.24). Exiting seniors gave similar ratings. Mean ratings for academic advising in the Department (2.82) were lower than the mean ratings for the University (2.92). These lower ratings exist despite the fact the Department faculty are rated higher in availability outside the classroom (3.73) than the University (3.70). Clearly, despite the positive assessment of teaching there still exists a need for improvement in the areas of course offerings and advisement. As explained in the next section, much of the lack of course offerings and advisement is due to significant demand for political science courses, the inadequate number of faculty available to teach, and the high student load of each faculty member.

Faculty Teaching and Course Load

By almost any measure the faculty of the Department of Political Science handles a large student load. The Department has experienced significant growth in majors, hours, head counts, and graduation rates. The number of undergraduate majors has risen from 378 in the fall of 2001 to 620 in the fall of 2005, while the number of total enrolled students has likewise increased from 433 to 690 during this same period. Graduation numbers have seen a similar increase. In 2002, 63 undergraduate political science majors were graduated, while in 2005, graduating seniors numbered 155. Teaching duty hours in the Department have grown from 18,294 in 2001 to 26,806 in 2006. Thus enrollment grew by almost 60 percent, graduation rates grew by 146 percent, and teaching hours grew by 46 percent.

The percentage of growth of the Department of Political Science during this period (60%) is significantly larger than the growth in most other departments within the College of Arts and Science. For example, Biology, one of the largest departments in the College, saw those majoring in Biology increase by 20 percent. Psychology, another large department, grew by 13 percent, and Sociology by 43 percent in this area.

All of this is coupled with very small actual growth in the number of faculty in the Department. In 2001 the Department had 19 tenured, tenure track, full time visiting, or permanent instructor faculty members. In 2005 the number of these lines had increased to 21, a ten percent increase. The Department continues to lead the College in the number of students per class, averaging over 50 per class in 2001 and 2006. Several upper division courses are always filled to capacity and would significantly benefit from reduced class size.

The revenues currently generated by enrollments in political science courses far outweigh expenditures consumed by the Department, according to a recent analysis of cross-subsidies released by the University. According to the report, the Department’s revenue/expense ratio is 4.2, which is well over the required “break-even” point of 2.6 and is in fact the second-highest ratio of all revenue-generating departments in the University (only Physical Therapy is slightly higher, at 4.3).

Measures taken to improve curriculum and undergraduate learning outcomes

The Department has taken steps to address the problems identified above, including many “stop gap” teaching measures. The Department has instituted its own Undergraduate advisement program which assigns majors to specific faculty members as advisees as part of its plan to improve retention, progression and graduation (RPG). Also in an effort to improve RPG the Department would like to implement a series of sophomore seminars designed to increase faculty student interaction at a critical time in the student’s academic career. Generous funding has been provided by the Provost to support a pilot program in this area. Additional resources would be needed to expand and develop this effort. To address some of the shortage in faculty teaching
prelaw courses, the Department recently hired a third scholar in this area. In addition, the Department has relied on a number of Part Time Instructors and Graduate Teaching Assistants. The Department has been fortunate to have had three graduate students with law degrees to handle the overflow in prelaw instruction. In the sub-fields of international relations and comparative politics the department has utilized adjunct and visiting faculty to teach survey courses and some specialized courses. The department has also utilized ABD graduate students to teach some upper division survey courses. In FY 2006 nearly a third of our upper division credit hours were taught by these non FTE faculty.

However, the Department cannot rely on such measures indefinitely. Since the Department is subsidizing many other departments in the University, it will be all but impossible to expand its course offerings or address most of the advising issues in the absence of a more equitable distribution of resources which would allow a significant increase in the number of tenure track lines available. Additional faculty are needed across all subfields of political science to meet student demand for more and more varied classes in American Politics, Comparative Politics, International Relations, Public Administration, and Political Theory. This would not only allow the department to offer more and more varied courses as sought by the students, but would allow smaller upper division classes and more time and more faculty for student advisement. The benefit to the College and University is that with more course offerings, a greater variety of course offerings, better advisement, and smaller classes, departmental majors and all those interested in taking Political Science courses will have a greater reason to remain at Georgia State rather than continue their education elsewhere. In short, increased faculty should significantly help retention.

Given that the Department has some of the largest class sizes on campus, our stated objective of developing effective communication through writing is a significant challenge. In order to realize the University’s Quality Enhancement Plan the Department will need to designate two writing intensive courses for its more than 800 majors. The Department is prepared to designate the mandatory POLS 3800 Research Methods course as writing intensive, and it wishes to create a series of senior capstone seminars that would also be writing intensive. However, at present because of a lack of faculty resources we are unable to realize these objectives. In addition the department offers eight courses that are part of the Writing Across the Curriculum Program.

Graduate Program

Degree requirements and curricular goals

The department offers an MA degree and a PhD in political science. The MA program serves two different student populations – those interested in a terminal MA degree, and students intending to continue on to the PhD program at Georgia State or another institution. The course offerings and degree requirements are the same for both types of student.

MA students may opt to follow a general course of study in political science, or they may specialize in one of the following areas: American politics, international and comparative politics, or professional practices of government and politics. The department also offers a joint Master of Arts in Political Science and Master of International Business. There is a thesis and a non-thesis option for MA students. The thesis option requires a minimum of 30 hours of coursework, plus six hours of thesis research and a thesis written and defended in accordance with departmental guidelines. The non-thesis option requires 33 hours of coursework and a research paper completed in accordance with departmental guidelines.
As noted above, the department generally does not accept students directly into the PhD program without an MA in hand. Doctoral students must take 30 hours of coursework beyond the MA degree, plus an additional 20 hours of thesis research. Concentrations are offered in American Politics, International Politics, Comparative Politics, Public Policy and Administration, and Political Theory. The PhD program aims to produce scholars who are experts in their substantive field of study and who are able to combine theoretical sophistication with methodological rigor.

One of the department’s goals from the last self-study was to enhance the quality of the graduate program, in part by raising stipends for doctoral students to a more competitive level and by tightening requirements for admission to the graduate programs. Both actions have been taken. Doctoral stipends are up from $8000 to $12,000 annually, which makes the department competitive with other public universities in the Southeast, but is still somewhat below what is likely to draw the top students. Admission requirements were also tightened and average GRE scores, especially on the quantitative side, have seen a modest increase. However, we still admit roughly 50% of applicants to the MA program and around 40-45% of PhD applicants, and the credentials of our applicant pool have not changed substantially in recent years. What has improved is student performance, both within the program and after graduation, as measured by placements and productivity. The push to draw more fulltime students with full-time status, now the norm for doctoral students, is partly responsible for these positive changes.

Graduate program learning outcomes
As detailed in Appendix D1, program learning goals for PhD and MA students are as follows. Doctoral students should:

- Demonstrate familiarity with the breadth and diversity of models, approaches, and intellectual traditions within that student’s major sub-field of expertise.
- Demonstrate competency in at least a second substantive area of political science.
- Demonstrate a high level of competency in appropriate research skills and a full understanding of the research enterprise.
- Demonstrate an ability to teach courses in his or her primary field and subfields of the discipline.

MA students should:

- Demonstrate research skills and knowledge of the research literature commensurate with their area of specialization.
- Demonstrate ability to write a professional report or thesis in their area of specialization, as detailed in Appendix D1.

Assessment of learning outcomes
Learning outcomes for the MA program are assessed chiefly through evaluations done by the student’s thesis or non-thesis committee members, who provide a written assessment of the degree to which the thesis or non-thesis paper provides evidence of achievement of the desired outcomes.

For the doctoral program, there are three mechanisms for assessment. First, committee members provide a written evaluation of the degree to which each student’s dissertation meets the learning outcomes described above. Second, the lead reader for each of the student’s three comprehensive exams provides a written assessment of the degree to which the exams exhibit evidence that the desired learning outcomes were achieved. Finally, the graduate director assembles evidence of students’ teaching ability through annual review of syllabi and student evaluations of courses taught by graduate students.

Analysis of learning outcomes
The Department has produced learning outcomes assessments for the last two years. Broadly speaking, annual assessment reports indicate that MA students are meeting the learning outcomes to a fairly high degree, with scores in each category ranging from 3.7 to 4.6 on a 5-point scale. MA graduates seem best able to effectively formulate research questions but are somewhat less adept at analyzing data and integrating their findings with the extant literature. Faculty feedback on MA projects indicates that some studies are indeed outstanding, while some only minimally meet the target goals. There is also faculty concern that the non-thesis option for MA students too frequently results in papers that are of only minimally acceptable quality.

For PhD students, assessments by dissertation committees also indicate that students are meeting most learning goals to a high degree. On four of five standard learning outcome indicators, faculty committee members judged the achievement of learning outcomes to be greater than 4.0 on a 5-point scale. Dissertation projects effectively demonstrate familiarity with intellectual traditions in the students’ major fields, a high degree of competency in research methodologies, a clear capacity to make original scholarly contributions, and the preparedness to teach in the field. The demonstration of competency in a second substantive field was an area that received lower scores in this assessment.

An analysis of student performance on comprehensive exams reinforces the sense that this is an area of relative weakness. In the area of teaching competence, students did extremely well, suggesting that the department is producing effective and well-prepared college-level instructors. Average scores on standardized student evaluations ranged between 4.4 and 4.9 on overall instructor effectiveness. There are still areas of weakness, mainly in classroom management and organization, which are clear from student comments. (See Appendix D1 for details).

Changes implemented to improve learning outcomes

A number of changes have been implemented to improve learning outcomes. One is the creation of written guidelines clarifying expectations for student performance on the comprehensive exams. A second is the formalization of expectations and regulations regarding progress toward the degree, particularly for doctoral students, along with identification of penalties for failing to meet expectations. These changes are consistent with the move toward a more fulltime model of doctoral study that has occurred in the department over the past few years. Along with this has come more systematic advisement of graduate students and review of their performance for compliance with these benchmarks. Finally, the Department has prioritized fulltime doctoral student funding over the provision of assistantship for MA students, although a select number of MA students, primarily those who seem likely to continue in the program, are also funded. It is hoped that these changes will improve retention rates and move students toward completion in a more timely fashion. There has also been more collaboration between faculty and graduate students on publication and a concerted effort, backed by funding for travel, to encourage students to make conference presentations and encourage their professional socialization and development.

Evaluative Statements about Curricular Quality

Based on evaluative statement in the survey of graduate students and alumni done for the self study students had one common complaint about the curriculum -- insufficient variety of course offerings. The most common positive comment was the collegial relationship between faculty and students, though several students called for more structured mentoring by faculty.
Section E: Student Quality

Admissions Requirements

Undergraduate Program
The Department has no specific undergraduate admissions requirements beyond Georgia State University requirements that a student have at least a C (2.00 GPA) average. To graduate with an undergraduate major in political science, students must take 27 credit hours in 3000-4000 level political science courses, with the types of courses dependent upon concentration, and earn a C or better in each course for credit towards the major.

Graduate Program
The department’s graduate committee looks at a range of factors in evaluating applications to the MA and doctoral programs. Applicants to the PhD program should have an MA in political science or a related field, a GPA of at least 3.3 and combined verbal and quantitative GRE scores of 1250, with a 5.0 on the analytical section.

For MA applicants, the department seeks combined verbal and quantitative GRE scores of at least 1100, with a 4.5 on the analytical section, and an undergraduate GPA of at least 3.0. Applicants should have an undergraduate major in political science or a related field. The committee also looks for a compelling personal statement and strong letters of recommendation for both MA and PhD applicants. Combined target GRE scores were raised by 1000 points each for MA and PhD applicants over target scores prior to Fall 2005.

Acceptance Rates

Undergraduate Program
Average annual SAT scores and Freshman Indexes for undergraduate majors were comparable to those for all GSU students. SAT scores of political science majors were slightly higher than for the University as a whole.

Graduate Program
Table E-1 compares GRE scores of applicants, accepted students and enrolled students for the MA and PhD programs from 2001-2006. Looking at average combined scores over time provides little indication of a clear upward trend in the test performance of applicants or admitted students.

However, for each year and in both degree programs, we note that admitted students had substantially higher scores than those for the applicant pool as a whole. Moreover, there has been a slight increase over time in average combined scores for admitted and enrolled students. Scores on the quantitative side show particular improvement among doctoral students.

| TABLE E-1 |
| MEAN STANDARDIZED GRADUATE ADMISSION TEST SCORES |
| FY 2001 - FY 2006 |
| POLITICAL SCIENCE |
| | | | | | | | | | |
| | | | | | | | | | |
| APPLIED | ACCEPTED | ENROLLED |
| ACADEMIC PROGRAM | GRE | GRE | GRE | GRE | GRE | GRE | GRE | GRE |
Three key points help to put this data in context.

First, the applicant pool for our graduate programs represents an extremely wide range of ability levels. For example, in 2004 MA applicant scores on either verbal or quantitative sections ranged from a low of 200 to a high of 800. Similarly, for PhD applicants the range was from 210 to 770 on a single section of the GRE. In 2006, the range was from 290-750 on the verbal section and 200-800 on the quantitative portion.

Second, a detailed look at the individual scores for incoming graduate cohorts indicates that scores for accepted students entering the MA program on the heels of a GSU BA, or for GSU political science MA students entering the PhD program are often at the low end of the scale. These are students who have performed well in class and have earned the respect of faculty members who have come to know them during their time at Georgia State, and these considerations have tended to outweigh lower than average GRE scores.

Finally, our program tends to attract a significant number of international students who often pair lower scores on the verbal section of the GRE with strong quantitative scores. They thus meet the target for combined scores, but pull down average verbal scores. This is reflected in higher average quantitative than verbal scores over the last five years and little improvement on the verbal side.

As Table E-2 shows, the ratio of applicants to admitted students fluctuates considerably from year to year with no discernible trend for either degree program. Again, this reflects the very wide range of ability levels in the applicant pool rather than an indiscriminate admissions policy.
While there is still no clear trend on aggregate GRE scores or acceptance rates that indicates growing selectivity in the program, indicators of student performance such as job placements, external recognition, and research productivity all point to the growing strength and increasing quality of the graduate programs.

### Enrollment and Graduation Rates

#### Undergraduate

The Department of Political Science serves more than 800 undergraduate majors, ranking 5th in the College of Arts and Sciences. The number of declared majors has grown 64% since Fall 2001. The Department has boosted its undergraduate graduation rate from 63 students in FY02 to 155 students in FY05, an increase of 146%. While most departments have grown over this time period, the percentage growth of the Department of Political Science is significantly larger than the growth in most other departments within the College of Arts and Sciences. For example, Biology, one of the largest departments in the College, saw an increase in majors of 20%. Psychology, another large department, grew by 13% and Sociology by 43%.

#### Graduate

As was the case at the time of the last self-study, the terminal MA program remains the department’s bread and butter. In the last three years (FY2004-FY2006), the department has graduated 11 PhD and 44 MA students. In any given year, we have an average of approximately 70 MA students and 35 doctoral students enrolled. Thus the MA program is roughly twice the size of the doctoral program.

However, it should be noted that the MA program constitutes an increasingly important feeder for the doctoral program. In the last self-study, about 3 in 4 applications for graduate study in political science were for entry into the MA program. In the last three years, this ratio has shifted in favor of applications to the doctoral program. In 2006, roughly 38% of applications for graduate study were for the doctoral program. This actually underestimates the number of applicants who apply to Georgia State with the intention of pursuing doctoral study with us, since we do not accept applicants to the PhD program without the MA in hand. Thus a significant share of MA applicants will in fact end up as doctoral students in our program. For example, 15 of the 28 doctoral students who were enrolled in 2005 came up through our MA program.

As Table E-3a indicates, an increasing share of MA students graduate within two years, which is the average time for degree completion expected by the department for full-time students. For the Fall 2000 cohort, only 25% had graduated within two years. By 2003, the figure was 40%.

#### Table E-3a

<table>
<thead>
<tr>
<th>Fall 00 Cohort</th>
<th>Retained Fall 01</th>
<th>Graduated by Fall 01</th>
<th>1-Yr Ret Rate</th>
<th>Retained Fall 02</th>
<th>Graduated by Fall 02</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 03</th>
<th>Graduated by Fall 03</th>
<th>3-Yr Ret Rate</th>
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Political Science Self Study
November 2006
In recent years we have increased our emphasis on the PhD program and have increasing success in attracting promising full-time students as well as in placing them in academic positions. This is a significant change from the last self-study, when it was noted that “very few of our graduate students are intent upon becoming professional political scientists.” Now, the opposite is true. The overwhelming majority of students currently enrolled in our PhD program intend to pursue academic careers. Virtually all of them (84%) are full-time students, a marked contrast to what was true even as late as 2002. In Fall 1998, 58% of PhD students were full-time; in 2002 it was still just 60%.

For PhD students, recently developed departmental benchmarks for progress toward the degree for fulltime students indicate coursework completion after four semesters (2 years) and degree completion in four years. The retention and graduation data summarized below for cohorts beginning in Fall 1996-Fall 1998 indicate reasonable four-year and five-year retention rates for those cohorts, but time to graduation is roughly twice what we aspire to for fulltime students.

Table E-3b
Ph.D Retention and Graduation Rates

Summer and Fall New Ph.D. Students

<table>
<thead>
<tr>
<th>Fall 96 Cohort</th>
<th>Retained Fall 97</th>
<th>Retained Fall 98</th>
<th>Graduated by Fall 98</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 99</th>
<th>Graduated by Fall 99</th>
<th>3-Yr Ret Rate</th>
<th>Retained Fall 00</th>
<th>Graduated by Fall 00</th>
<th>4-Yr Ret Rate</th>
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</tr>
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<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>50.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>100.0%</td>
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</table>

<table>
<thead>
<tr>
<th>Fall 97 Cohort</th>
<th>Retained Fall 98</th>
<th>Retained Fall 99</th>
<th>Graduated by Fall 99</th>
<th>2-Yr Ret Rate</th>
<th>Retained Fall 00</th>
<th>Graduated by Fall 00</th>
<th>3-Yr Ret Rate</th>
<th>Retained Fall 01</th>
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<th>4-Yr Ret Rate</th>
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<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>71.4%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>42.9%</td>
<td>42.9%</td>
<td>0.0%</td>
<td>42.9%</td>
<td>28.6%</td>
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<td>28.6%</td>
<td>14.3%</td>
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</tbody>
</table>
Accordingly, we have prioritized full-time students in the awarding of graduate assistantships, and are currently funding virtually all of our fulltime PhD students. (Students receive a full tuition waiver and an average annual stipend of $12,000). Our expectation is that this will improve both graduation and retention rates. In Fall 2005 we had 28 PhD students enrolled; 24 were funded. This year we were able to retain all continuing full-time PhD students on assistantships from the previous year and offer assistantships to all incoming PhDs who intended to be fulltime students. Our expectation is that we will fund these students for four years.

As for the level of stipends, since our last self-study doctoral stipends have increased from $8000 to $12000 annually. However, our stipends at both MA and PhD levels only just meet the maximum thresholds required by Georgia State in order to grant these students full tuition waivers. Our doctoral level stipends are slightly below average for comparable southeastern universities (average is just over $13,000), but are in line with those offered at public universities in the region.

We offer assistantships to MA students on a competitive basis, consisting of a full tuition waiver and an academic year stipend of $5600.

**Output Quality Indicators**

**Undergraduate**

One key measure of output quality for the undergraduate program is contained in the learning outcome assessments, which are discussed elsewhere in this report. The Department is also proud of the scope and level of our majors’ achievements beyond the classroom and after graduation. We believe these achievements speak to the quality of undergraduate education our majors receive in the discipline, as well as the dedication and enthusiasm of faculty.

The Department’s Model United Nations Team – powered by undergraduate GSU political science majors and advised by a political science faculty member -- has put in award-winning performances for the last four years. The team took honors at both national and regional
competitions for 4 out of the 5 years that the team has been in existence. The delegation’s third place award in national competitions for each of the last four years placed it in the top 15% of teams from 245 universities and colleges around the world.

In the last two years, the Department’s Model UN team won financial support for a program to work with local high school teams. The Department’s team now organizes the regional high school Model UN competition in the southeast and coaches high school teams on rules and procedures as they prepare for competition. The size of the regional high school Model UN competition has doubled since it came under the management of the Department’s team. Next year’s regional competition will be held at Georgia State and will again be organized by our team.

The Model Arab League team, advised by a Political Science faculty member, has won 32 outstanding delegate awards in the last five years. The team has also won the top award at the annual Southeast Regional competition for the last four years (Outstanding Delegation). The Mock Trial Team has also enjoyed success, and this year one of the team members won Outstanding Attorney in the regional competition.

Undergraduates held internships in 36 different organizations during the 2005-06 academic year. In the same period, GSU pre-law undergraduates received 137 admit decisions from law schools. Seventy-one students were admitted to at least one law school, including such places as Emory, American University, University of Michigan, Rutgers, DePaul, Tulane and Wake Forest, Howard, Mercer, George Mason, Tulane, University of Georgia, Washington and Lee, Hofstra, Maryland, Miami, and South Carolina.

In Fall 2006 in recognition of the Department’s commitment to teaching excellence Political Science was awarded Georgia State’s Instructional Effectiveness Award.

Graduate

Although the quality of the applicant pool for graduate programs, as measured by GRE scores, has not changed dramatically over the years since 2001, recent years have seen notable achievements in output quality indicators such as placements, research productivity, and external recognition for our graduate students.

GSU’s MA program in recent years has graduated a number of students who went on to prestigious graduate programs, including Emory, Emory Law, Brown University, SUNY Stonybrook, and University of Alberta. Two MA graduates entered the U.S. Foreign Service after earning their degrees at Georgia State, while a number of others returned to careers in public service and private sector. This marks a change from the last self-study period, when it was noted that “more often than not, our students are using their graduate degrees as a way to enhance their professional stature in fields in which they are already employed.” While a number of students do still pursue the terminal MA in order to acquire a professional credential, we are increasingly seeing students who are using the MA as a springboard to professional school or further graduate study.

Our ability to place doctoral graduates in competitive tenure-track positions at research universities has improved dramatically in recent years, in keeping with one of our leading goals from the last self-study. The Department graduated 14 doctoral students between Fall 2002 and Spring 2006. We have placement information for 11 of these graduates. Five are in tenure-track positions at four-year colleges and universities, including Vanderbilt, University of Maryland Baltimore County, Loyola University (Chicago), Bridgewater College (Virginia), Kennesaw State University, and the University of Zagreb. Three hold non-tenure track academic appointments at schools in the southeast. GSU graduates have been awarded post-docs at the
London School of Economics and Central European University. Three took or returned to nonacademic positions. Of these, one is Assistant Secretary to the Ministry of Education and Scientific Research in Mauritius, one is a senior official at the Georgia Department of Labor, and one is Director of Enrollment Management at a local college. This compares to four of eight tenure track academic positions reported in the last self-study. Two of those earlier appointments were in Georgia, one in Guam and one in Jordan.

Both current students and recent graduates have dramatically increased their research productivity in recent years. The department has actively sought to encourage this by offering financial support to present papers at conferences. Faculty-student coauthorship of published articles has also increased, with four of these in the last two years alone. Students have published articles co-authored with faculty members in the *Journal of Democracy, Electoral Studies* and *Government and Opposition*, among others, and have contributed several book chapters and essays as solo authors this year and in previous years.

Current GSU graduate students presented 30 papers at conferences and professional meetings in academic year 2005-06 alone. This included multiple presentations at the most prestigious meetings, including the American Political Science Association, the Midwestern Political Science Association, and the International Studies Association. This compares to 42 papers presented over three years during the last self-study period.

In the last three years, our graduate students have had considerable success in attracting external support and recognition. One current graduate student has attracted external grants totaling $45,000 for dissertation research on democracy promotion in Africa. Another was a finalist in the 2005 Fulbright dissertation grant competition for research in Romania. Yet another was selected to pursue intensive Arabic language study in Beirut and Cairo for this academic year. Another student recently won the Malcolm Jewell Award for outstanding graduate student paper at the 2005 Southern Political Science Association Conference.

A quick survey of a handful of graduates from the past three years turned up seven refereed articles, two book chapters and two books – one published with Routledge, the other under contract with Cambridge University Press.

Finally, a review of the teaching abilities of doctoral students demonstrates that the program is producing effective and well-prepared college-level instructors. Averages of scores on standardized student evaluations ranged between 4.4 and 4.9 (5 point scale) on overall instructor effectiveness. A 2004 graduate won Teacher of the Year in his first year at the University of Maryland Baltimore County.

**Section F: Faculty Quality**

The quality of the faculty of the Department of Political Science for the three-year review period has been high, and certainly much higher than during the three-year period covered by the previous Academic Program Review. The quality of the faculty is evidenced in particular by the quality and quantity of the faculty’s scholarly and creative productivity, the results of promotion and tenure reviews, faculty honors received and the faculty’s service and outreach contributions.

**Quality and Quantity of Scholarly and Creative Productivity**

During calendar years 2003-2005, the tenure-track faculty published a total of 42 refereed journal articles, 15 non-refereed journal articles, 23 book chapters, 2 refereed books, 5 edited books, and 34 book reviews, and presented approximately 113 conference papers. These figures
represent a nearly ten-fold jump in the number of journal articles and an increase of approximately 100 percent in the amount of other forms of scholarly and creative productivity over the previous three-year review period (1993-1996), when the faculty produced just 6 journal articles, 1 book, 3 edited volumes, 9 book chapters, and 54 conference papers. Moreover, this increase in productivity greatly outpaced the growth in the average number of full-time tenure track faculty, from 15 to 19, over the same period.

Not only has the quantity of scholarly productivity increased substantially, but a high percentage of the faculty publications during the review period are of the highest quality:

- the two refereed books were published by two of the most prestigious university presses for books in political science (Princeton and Cambridge)
- 12 of the refereed journal articles appeared in the 27 (of well over 100) most highly rated political science journals, as determined by the most comprehensive survey of political scientists yet undertaken (Garand and Giles 2003 *PS: Political Science and Politics* 36(2003): 293-308)

Unfortunately, two of the most productive faculty members, who accounted for both refereed books and six of the 42 refereed journal articles, including three of the 12 most highly placed, have recently left Georgia State for higher paying positions.

This improvement in the quantity and quality of scholarly productivity is further suggested by a comprehensive international ranking of political science departments published in 2004 (Hix 2004). Using data gathered on publications in 63 peer-reviewed journals by faculty in 400 departments, the study found that the political science department at Georgia State rose from 320th for the period 1993-97 to 112th for the period 1998-2002. This increase is greater than that of any other department included in the study. The study also ranked the political science department at Georgia State as tied with that of the University of Kentucky and measurably ahead of those at Notre Dame, Brown University, the University of Florida, the University of Tennessee, the University of Oklahoma, Boston University, SUNY-Albany, Tulane University, Iowa State University, the University of Connecticut, and Georgia Tech for the 1998-2002 period.

**Results of Promotion and Tenure Reviews**

The results of departmental promotion and tenure reviews have been highly successful. During the three-year review period (FY 2004 - 2006), eight assistant professors sought promotion to the rank of associate professor with tenure, and two associate professors sought promotion to the rank of professor. (Two other assistant professors were promoted and tenured during the 2003 fiscal year.) All but one of the eight assistant professors were promoted and tenured, although two have subsequently left Georgia State University, and both of the associate professors were promoted.

**Faculty Honors**

At the beginning of the three-year review period, the department faculty was very junior. It included only one professor and seven associate professors, with two of the latter having just been promoted. Nevertheless, faculty members have received some noteworthy honors:
one faculty member (McCoy) received the GSU Exceptional Service Award and was invited to join the Council on Foreign Relations

one faculty member (Lindsay) received the College of Arts and Sciences Outstanding Teaching Award, Distinguished Honors Professor Award, and the University System of Georgia Board of Regents’ Teaching Excellence Award

one faculty member (Smith) received the College of Arts and Sciences Outstanding Junior Faculty Award;

one faculty member (Naim) received the GSU International Education Excellence Award; and

three faculty members were awarded prestigious grants by the Fulbright Commission (Manning), the United States Institute of Peace and the Rockefeller Center in Bellagio (McCoy), and the German Marshall Fund of the United States (Duffield).

Dollar Level and Source of Sponsored Research

i) Internal Sources: During the three-year review period, four faculty members (Duffield, Howard, Lazarus, and Nixon) received separate Research Initiation Grants from Georgia State University totaling $38,300

ii) External Sources: During the three-year review period, 10 faculty members were awarded or received a total of 12 grants and fellowships from external sources totaling $202,400, of which $12,600 constituted indirect costs. For a list of external grants please see Appendix F5.

Service and Outreach Contributions

During the three-year review period, the service and outreach contributions of the faculty have been substantial and outstanding. Indeed, these contributions are too numerous to describe in their entirety. The department engages in significant services at the College, University and System Levels. For a list of service roles by faculty members please see Appendix F6. Faculty members have also provided substantial service to the profession of political science

as chair, officer, or member of numerous committees in professional organizations. For a complete list of organizations please see Appendix F7.

as editorial board member, book review editor, or notes editor of political science journals, including the National Political Science Review, the Justice System Journal, and the European Journal of Public Policy;

as manuscript reviewers for dozens of scholarly journals and presses; and

as reviewers for a number of grant, fellowship, and award programs, including the National Science Foundation, the Social Science Research Council, the National Security Education Program, the Gravemeyer Award for Ideas for Improving World Order, the UK Economic and Social Research Council, and the Swiss National Federation for Scientific Research.

Not least important, faculty members have made substantial service and outreach contributions to the local, national, and global communities. For a representative list of these activities please see Appendix F8.

Section G: Resource Adequacy

1. Faculty Resources
Since our last academic review the department has grown by five tenure track positions to 19 with 2 fulltime lecturers (2 positions are currently unfilled). In faculty size (23 FTE) we are comparable to some of our Regents-defined peer institutions (Houston: 20. Temple 23, but not others (South Florida 26, Arizona State 29). We are likewise currently smaller than many of our Regents-defined aspirational institutions (Iowa: 25, Florida State: 28, Pitt:36, Rutgers: 40, Maryland: 46). Moreover, our size has not kept pace with the burgeoning number of students in our classes. For example, the number of undergraduate majors has grown from 378 in fall 2001 to 842 today (see Table G-1). During that time period our teaching duty hours grew by 25% [Statware 6000, September 21,2006]. The Department’s undergraduate major/tenure track faculty ratio at 42:1 (FY 2006) is one of the highest in the College and our average class size (53.4 in Spring 2006) is larger than all other departments. To meet student demand we have increased the number of hours GTAs teach in the undergraduate core by 60% since 2004 alone (See Table B-5abc). In 2006 PTIs and GTAs taught nearly a third of our credit hours at the upper division (See Table B-5c). Simply put we have insufficient faculty resources to meet student demand or optimally realize learning priorities such as writing enhancement in our courses.

2. Administrative Resources
The Department currently has three full-time staff (a business manager, an assistant to the graduate director, and administrative assistant). This equates to 7 FTE per fulltime administrative staff member. In addition we have 20 hours per week of clerical support from a student assistant. Still with the current distribution of administrative duties there is no staff person to advise an ever growing number of undergraduate majors and an overburdened business manager is responsible for administering the department’s sizeable internship program in addition to the department’s finances, budgets, scheduling and grants. An additional staff person to work with grants, interns and undergraduate advisement would be a tremendous asset to the department.

3. Technological Resources
Currently all faculty members have up-to-date office computers. This equipment is on par with other departments in the social sciences. A technological support person (shared with departments of Sociology, Women’s Studies, and Modern and Classical Languages) is helpful to the maintenance of our equipment. However, there is a lack of technological resources available to our undergraduate and graduate students. We currently have no lab facilities and the computers in PTI/GTA offices are outdated and prone to problems.

4. Space Resources
Office space is at a premium. The faculty, instructors and lecturers occupy offices on the 10th floor of the General Classroom Building. There is however no room for growth. As we add tenure track faculty we will have to “evict” other types of instructors if we do not increase the physical space our department occupies. In addition to not having any room to grow, the GTAs and PTIs occupy severely overcrowded offices. Often three or four people are assigned to an office designed for one person. This makes scheduling meetings with students difficult. Beyond the over-crowded offices assigned to those teaching classes we have only eight cubicles assigned to the remaining GTA/GRAs who are working with faculty as teaching or research assistants. The Department needs more space.
5. **Laboratory Resources**
The department currently has no laboratory resources. This significantly detracts from our ability to provide a place for our students to study individually and in groups and undermines our capacity to teach our graduate and undergraduate students how to engage in research. The College has attempted to meet the need for computing facilities through an open computing lab on the 6th floor of GCB. However, because of the open nature of the lab it is not useful for instruction or for providing a collaborative research environment for our graduate students. Moreover, the lab’s hours of operation have not met the needs of our graduate students. Currently this lab is slated to close and another (with 25 computers to be shared among 5 departments) is scheduled to open on the 8th floor. While this new lab represents a stop-gap solution it does not alleviate the need for dedicated space to support student research. A lab is basic to the research environment. It supports instruction, collaboration, camaraderie, peer based learning, and technological and analytical proficiency. These components of the research environment are not well supported in a general use graduate laboratory.

6. **GSU Foundation Resources**
The department currently has an account through the GSU Research Foundation. Donation to this accounts provide for expenses not otherwise covered by our budget including plaques, awards and refreshments at departmental functions. The Department’s level of external support from alumni and friends for these foundation resources is lower than we desire and the Department is working to strengthen these relationships.

7. **Library Resources**
As Appendix G2 indicates, library resources are currently adequate to support departmental needs. We have adequate coverage of holdings in key areas of the discipline. The library subscribes to the majority of periodicals available in political science and research databases provide good access to research materials.

### Section H: Goals and Objectives

As noted in Section C above the Department has made substantial progress toward achieving the goals and objectives established in the 1996 program review. Moreover, whether measured by student enrollments, graduation rates, student output quality, scholarly productivity, external funding or service and linkages to the community, Political Science is a much stronger department today than it was just 10 years ago. Now, Political Science proposes to become a department of distinction through further advances in research, external and internal funding and teaching methods and content. In consideration of the strengths and weaknesses noted in this Self Study Report, the Department establishes the following goals and objectives as desirable and achievable for the next academic program review cycles. These goals and objectives are also specified in Table H-1.

1. **Goal: Further improve the quality of undergraduate instruction and the undergraduate program.**
   - Objective 1.1 Increase the frequency and variety of undergraduate course offerings, including upper division courses, dedicated honors courses, sophomore seminars, and a new
senior level capstone course, while reducing the average class size and the percentage of upper division course taught by PTIs and GTAs.

Rationale: Since the last self study, the number of political science majors has increased 3 fold, and it has nearly doubled in the past 5 years. Likewise, the number of graduates has risen by 150 percent since FY 2002. The Department currently has the highest number of students per class of any department in the college with an average class size of 53.4 in Spring 2006, and many upper division classes filled to capacity. As a result, the undergraduate student survey found that more than two-thirds of students complained about the availability of classes. At the same time the Department is currently using PTIs and GTAs to teach a third of its upper division credit hours. This heavy student load undermines the Department’s ability to fulfill the University’s stated vision of providing “an academic environment conducive to effective and inspired teaching, learning and scholarship”. It also prevents the department from meeting the University’s goals of providing two writing intensive courses for every student or offering the kind of sophomore seminars specified in our QEP grant to decrease attrition and improve the retention, progress and graduation rates of our students.

Resources required: The Department requires additional tenure track and lecturer lines commensurate with our teaching load.

Implementation: Given agreement on the part of the University and the Dean, the Department would proceed to hire additional faculty at a rate of at least one per year until all new lines have been filled.”

Objective 1.2 Increase opportunities for “out of the classroom” learning experiences.

Rationale: The University has a goal to “increase student engagement in the university through student organizations… and to measure student learning through such involvement”. One of the innovative ways that the Department of Political Science is accomplishing this goal is through its academic teams including Mock Trial, the Model UN and Model Arab League. Last year each of these teams excelled in intercollegiate competition. The Model Arab League Team won Outstanding Delegation, the top award at the Southeast Regional and the Model UN team won Honorable Mention (3rd place) at the national competition. These Model programs also represent a way that the Department is meeting the University goal to “infuse its curriculum with a global perspective”.

Resources required: This year the expenses of our model teams were off set by a generous ($25,0000) allocation from the Provost. While this ameliorates current budget concerns, additional resources are needed to support, grow and develop our academic teams. More student involvement in these teams, international competition, or the addition of other model programs to the curriculum (for example the African or European Union) will require additional resources to support the kind of innovative opportunity for student learning that these programs represent.
Implementation: The Undergraduate Program Committee in conjunction with the Chair and the Model team advisors will work to determine how the Model programs can be expanded and developed.

Objective 1.3: Enhance undergraduate advisement within the Department

Rationale: The University currently provides a centralized Student Advisement Center that assists students until they have completed areas A-F of the University System Core curriculum. Nevertheless, advisement for declared majors must be effectively handled in the Department. Before this year, our students were not assigned to particular professors for advisement but were handled by whichever professor was available at the time. This year as part of our RPG efforts we overhauled advisement procedures to assign each of our majors to an individual professor during an advisement week each semester so that students could better plan and choose their courses. However, the Department has no staff resources dedicated to coordinating this advisement effort and no resources to handle graduation audits or the other types of advisement needs that students have throughout the semester.

Resources required: Additional staff to support undergraduate advisement

Implementation: If allocated, the Undergraduate Program Committee and the Department Chair will work to develop specific time resources and responsibilities for more effective advisement of our undergraduate students.

Goal 2: Further increase the quality and quantity of scholarly productivity as part of a strategy of building a nationally recognized research faculty.

Objective 2.1: Improve faculty recruitment and retention and provide greater support for highly productive scholars

Rationale: The Department has been transformed over the past decade. Where 10 years ago many of the faculty engaged in minimal scholarship, most individual members now have active and productive research agendas. We believe that the department is now making a major contribution to achieving GSU’s overarching aspiration to become “one of the nation’s premier research universities”. Nevertheless, we have been unable to retain several of our most productive and promising members, who have left for higher paying positions, and we have frequently had difficulty filling open positions for reasons that have much to do with compensation.

Resources required: Greater resources for faculty recruitment and retention in order to hire and keep faculty with strong research agendas. Higher salaries and more substantial summer support would be particularly useful for this purpose.

Implementation: The Chair will work with the Dean and other administrators to identify competitive salary ranges based on rank. The Chair, Dean and other administrators will work to increase funds allocated to hiring new faculty in the department. In addition, they will work to increase the funds available to reward existing faculty for outstanding scholarly
productivity and to retain those productive faculty who have opportunities to receive competitive salaries at other institutions.

**Objective 2.2:** Increase amount of external funding including sponsored research and foundation fundraising

Rationale: The Department has made substantial progress over the past decade with regard to the amount of sponsored research. Yet the level of sponsored research remains lower than we desire. Political Science currently has no endowed chairs and relies on limited foundation account gifts to provide money for awards and fellowships.

Resources required: Greater institutional support particularly in the form of a dedicated staff person to support grant seeking activities and to develop alumni relations.

Implementation: Encourage, facilitate and reward faculty for applying for and receiving external grants. If funded, the Chair will work with the Department Business Manager to develop a staff structure that would support faculty identifying and applying for external grants. The Department also needs support to develop an outreach program for alumni to connect them more effectively to the department.

**Goal 3: Further enhance the quality of our graduate program and our doctoral students.**

**Objective 3.1:** Offer a greater variety of graduate courses on a regular basis and develop greater differentiation between MA and PhD coursework

Rationale: The most frequent complaint expressed in the surveys of graduate students and alumni conducted for the self study was an insufficient variety of graduate courses. Above, we have noted the ability to offer no more than a very limited number of courses particularly in the areas of political theory and public policy. We have also been unable to offer core courses critical to the training of doctoral candidates as often as every two years. As the doctoral program continues to strengthen, it is increasingly desirable to offer a larger number of courses that are specifically tailored to the disparate needs of doctoral students who aspire to careers in university research and teaching and those in the terminal MA program. Currently, we almost always need to teach MA and PhD students together. Indeed, too many course taken by doctoral students are taught as mixed graduate/undergraduate classes. This situation impairs our ability to help the University meets its commitment to “graduate students who are proficient in their discipline as trained and talented professionals.”

Resources required: Please see Objective 1.1.

Implementation: Please see Objective 1.1.

**Objective 3.2:** Increase the number of doctoral students and their quality while reducing time toward degree completion for doctoral students
Rationale: In the last decade, graduate student scholarly productivity (conference presentations, journal articles, book chapters etc.) has increased substantially. We have also had increasing success placing our graduate students at research universities. Nevertheless, the number of enrolled doctoral students and our success in attracting highly qualified graduate students, as measured by grade point averages and standardized test scores remains lower than our objectives. In additional, several of the MA students with the greatest promise as doctoral candidates have left to earn their PhDs elsewhere. Finally, the time to graduation for PhD students has been longer than we aspire for full time students. These weaknesses will be remedied in part by offering a greater variety of graduate course and reducing the need to teach MA and PhD students together (Objective 3.1), but we believe that they are also the result of insufficiently competitive stipends. Time to complete the dissertation will also improve if we can reduce the teaching burden we currently place on our PhD students to meet undergraduate demand.

Resources required: Although funding for the graduate program has increased in the past several years, additional resources are still needed to increase the number and size of graduate stipends. These additional funds would improve recruitment and retention and allow for a reduction in PhD candidate teaching loads. Additional tenure track faculty lines (Objective 1.1) will also serve to enhance the doctoral program.

Implementation: If funded, the Graduate Director, Graduate Committee and the Chair will work on a model for increasing the number of doctoral students in the department and setting progress standards over a 3-5 year period.

**Goal 4: Address current and anticipated physical space constraints**

**Objective 4.1:** Obtain greater contiguous office space to accommodate current and anticipated needs of the department

Rationale: Currently our GTAs and PTI are crammed three or more to an office, which makes it difficult for them to use these facilities for class preparation or consultations with students. In addition, the remaining GTAs and GRAs are forced to share just 8 carrels in the graduate student lounge. This situation undermines the teaching mission of the department and detracts from teaching excellence as well as research productivity from our graduate students and part-time faculty members. Finally, we do not have office space in our current area for additional faculty we are proposing to hire. We also currently have no space for a datalab which would be a substantial asset in teaching our graduate and undergraduate students how to engage in scholarly research.

Resources required: Additional office space. Ideally this space would be contiguous to the existing departmental facilities. The department also requires a small computer lab to enhance the research environment for our undergraduate and graduate students.

Implementation: A committee representing the Political Science Department, the Dean’s Office and other interested parties should be formed to determine the Department’s space needs and how they might be met.
Table B-1
Faculty Distribution by Numbers for 2004-2006

<table>
<thead>
<tr>
<th>Year</th>
<th>Status</th>
<th>Tenured</th>
<th>Tenure-Track</th>
<th>Non Tenure-Track</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prof.</td>
<td>Assoc.</td>
<td>Asst.</td>
</tr>
<tr>
<td>FY 2004</td>
<td>Gender</td>
<td>2</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>FY 2005</td>
<td>Gender</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>FY 2006</td>
<td>Gender</td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Minority</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

*Includes instructor, lecturer, clinical, research
**Includes PTI and partial contract
***includes academic professional, academic administrator, general administrator, adjunct

Revised: 4/6/05
### Table B-2
Faculty Productivity for Calendar Years 2003 – 2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
<th># Refereed Publications</th>
<th>#Scholarly Works</th>
<th>Amt. Of External Funding</th>
<th>Amt. Of Internal Funding</th>
<th>Conference Presentations</th>
<th>Other (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CY 2003</td>
<td>Abney</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calhoun-Brown</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>Chair or member of 3 APSA committees; book editor for NPSR</td>
</tr>
<tr>
<td></td>
<td>Binford</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Numerous interviews with local and national media</td>
</tr>
<tr>
<td></td>
<td>Carey</td>
<td>8</td>
<td>4</td>
<td>4000</td>
<td>0</td>
<td>0</td>
<td>Board Member, ACLU of Georgia; lecture for Council on American-Islamic Relations; assisted in various Haitian applications for political asylum.</td>
</tr>
<tr>
<td></td>
<td>Downs</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>EU Center instructional grant; reviewer for UK ESRC and Swiss National Foundation for Scientific Research</td>
</tr>
<tr>
<td></td>
<td>Duffield</td>
<td>3</td>
<td>0</td>
<td>5000</td>
<td>10000</td>
<td>0</td>
<td>Reviewer for Grawemeyer Award and 4 journals; AJC op-ed.</td>
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<td>Franklin</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>Multiple interviews with local and national media</td>
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<tr>
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<td>Graves</td>
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</tr>
<tr>
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<td>Herb</td>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>Consultant to US government; multiple media contacts</td>
</tr>
<tr>
<td>Name</td>
<td>CY 2003</td>
<td>CY 2004</td>
<td>Notes</td>
<td></td>
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<tr>
<td>Howard</td>
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<td>2</td>
<td>0 0 0 2 Reviewer for NSF and 4 journals</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lindsay</td>
<td>1</td>
<td>1</td>
<td>0 0 2 Invited Lecture.</td>
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<tr>
<td>Manning</td>
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<td>24000 0 3 Fulbright grant</td>
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<td>McCoy</td>
<td>1</td>
<td>0</td>
<td>0 0 5 Mediator for political conflict in Venezuela; GSU Exceptional Service Award; NSF reviewer</td>
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<td>Nicholson</td>
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<td>Nixon</td>
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<td>0</td>
<td>37000 0 1 Committee chair for SPSA; reviewer for 3 journals</td>
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<td>Reimann</td>
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<td>0 0 2000 6 NSF Grant Reviewer.</td>
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</tr>
<tr>
<td>Smith</td>
<td>2</td>
<td>2</td>
<td>0 0 6 Co-chair of EUSA section; guest co-editor of EUSA Review; reviewer for 4 journals</td>
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<tr>
<td>Yee</td>
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<td></td>
<td>Annual Avg.</td>
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<td>1.61 .89 $3,889 $667 1.94</td>
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<td></td>
</tr>
<tr>
<td>Calhoun-Brown</td>
<td>0</td>
<td>0</td>
<td>0 0 3 Book editor for NPSR; co-chair or member of 2 APSA committees; steering committee members and section program chair for SPSA</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Binford</td>
<td>0</td>
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<td>0 0 0                       Numerous interviews with local and national media</td>
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<td>Carey</td>
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<td>11</td>
<td>0 0 0                       5</td>
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<td></td>
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<td></td>
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<td>Co-editor of E-Extreme</td>
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<td>Duffield</td>
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<td>Manuscript reviewer for one press and six journals; AJC op-ed; consultant for CIA.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Moderator, College Board Discussion List on Teaching American Government; Faculty Consultant for Advanced Placement U.S. Government Exam.</td>
<td></td>
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<td>Franklin</td>
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<td>0</td>
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- **Reviewer for 3 journals**
- **Reviewer for 4 journals**
- **EUSA section co-chair; reviewer for 4 journals and 1 press.**
- **Book editor for NPSR; SPSA executive and steering committees; SPSA section program chair**
- **Organized conference at GSU on Multi-Track Diplomacy; moderator for Great Decisions meeting on the Sudan and the war in Darfur.**
- **Co-editor of E-Extreme**
- **German Marshall Fund Research Fellowship; AJC op-ed.**
- **Section chair, State and Subnational Politics, Southwest Political Science Association.**
- **Multiple media contacts**
<table>
<thead>
<tr>
<th>Name</th>
<th>CY 2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>Notes</th>
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<td>0</td>
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<td>Editorial board member and notes editor for Justice System Journal; APSA section program chair and committee chair; reviewer for NSF, 5 journals, and 2 presses</td>
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<td>6000</td>
<td>9300</td>
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<td>Reviewer for 3 journals</td>
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<td>0</td>
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<td>Distinguished Honors Professor Award; College of Arts and Sciences Outstanding Teaching Award; APSA and Pi Sigma Alpha citation for Outstanding Teaching in Political Science</td>
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<td>Reviewer for 4 journals and 1 press</td>
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<td>Nixon</td>
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<td>0</td>
<td>0</td>
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<td>MPSA section program chair; reviewer for 4 journals</td>
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<tr>
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<tr>
<td><strong>Annual Avg.</strong></td>
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Revised: 4/6/05
Table B-3
Program Types by Majors and Concentration
and Unduplicated Number (Headcount) of Major Students and Degrees Conferred
FY 2004 – 2006

<table>
<thead>
<tr>
<th>Program</th>
<th>Major</th>
<th>Concentration</th>
<th>FY 2004</th>
<th>FY 2005</th>
<th>FY 2006</th>
<th>3 Yr. Avg</th>
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</thead>
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<td>Degrees Conferred</td>
<td>Majors</td>
<td>Degrees Conferred</td>
</tr>
<tr>
<td>AB</td>
<td>POL</td>
<td>INA</td>
<td>108</td>
<td>25</td>
<td>131</td>
<td>37</td>
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<td></td>
<td>POL</td>
<td></td>
<td>408</td>
<td>36</td>
<td>469</td>
<td>57</td>
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<tr>
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<td>PLA</td>
<td>251</td>
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<td>61</td>
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<td>TOTAL</td>
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<td>767</td>
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<td>155</td>
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<td>7</td>
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<td></td>
<td>POL</td>
<td>PPG</td>
<td>63</td>
<td>13</td>
<td>57</td>
<td>15</td>
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<td></td>
<td></td>
<td>878</td>
<td>115</td>
<td>973</td>
<td>174</td>
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Revised: 4/6/05
Table B-3
Program Types by Majors and Concentration
and Unduplicated Number (Headcount) of Major Students and Degrees Conferred
FY 2004 – 2006

<table>
<thead>
<tr>
<th>Program</th>
<th>Major</th>
<th>Concentration</th>
<th>FY 2004</th>
<th>FY 2005</th>
<th>FY 2006</th>
<th>3 Yr. Avg</th>
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<td>767</td>
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<td>872</td>
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<td>M.A.</td>
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<tr>
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<td></td>
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<td>115</td>
<td>973</td>
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Revised: 4/6/05
Table B-4
Retention and Graduation Rates for Undergraduates
In Percentages

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<th>Cohort*</th>
<th>AY X</th>
<th>AY X+1</th>
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<th>AY X+3</th>
<th>AY X+4</th>
<th>AY X+5</th>
<th>AY X+6</th>
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*Cohorts will be defined by the department in conjunction with OIR

Table B-4
Retention and Graduation Rates for Master’s Program
In Percentages

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<th>AY X+1</th>
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<th>AY X+3</th>
<th>AY X+4</th>
<th>AY X+5</th>
<th>AY X+6</th>
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<td>37.5</td>
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<tr>
<td>AY</td>
<td>2001</td>
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<td>33.3</td>
<td>50</td>
<td>66.7</td>
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<tr>
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<td>50</td>
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Table B-4
Retention and Graduation Rates for Doctoral Program
In Percentage

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<th>AY X+2</th>
<th>AY X+3</th>
<th>AY X+4</th>
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### Table B-5a
2004 Credit Hours Taught by Department Faculty by Level and Faculty Type

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<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
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<td>3,855</td>
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<td>5,420</td>
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### Table B-5b
2005 Credit Hour Generation by Level and Faculty Type

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<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14,769</strong></td>
<td><strong>8,945</strong></td>
<td><strong>1,905</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Table B-5c
2006 Credit Hour Generation by Level and Faculty Type

<table>
<thead>
<tr>
<th>Faculty Type</th>
<th>Undergrad Core</th>
<th>Undergrad Lower Division</th>
<th>Undergrad Upper Division</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-Track</td>
<td>3,783</td>
<td></td>
<td>5,169</td>
<td>1,746</td>
</tr>
<tr>
<td>Non-TenureTrack</td>
<td>6,459</td>
<td></td>
<td>1,324</td>
<td></td>
</tr>
<tr>
<td>PTI</td>
<td>150</td>
<td></td>
<td>1,411</td>
<td>57</td>
</tr>
<tr>
<td>GTA</td>
<td>4,377</td>
<td></td>
<td>1,041</td>
<td></td>
</tr>
<tr>
<td>OTHER</td>
<td></td>
<td></td>
<td></td>
<td>102</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14,769</strong></td>
<td><strong>8,945</strong></td>
<td><strong>1,905</strong></td>
<td></td>
</tr>
</tbody>
</table>

Revised: 4/6/05
Table B6
Faculty Numbers, Credit Hours, and Scholarly and Creative Productivity
Three-Year Average

<table>
<thead>
<tr>
<th>Average annual number of faculty members by rank and status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured professors</td>
<td>0.7</td>
</tr>
<tr>
<td>Tenured associate professors</td>
<td>9.7</td>
</tr>
<tr>
<td>Tenure-track associate professors</td>
<td></td>
</tr>
<tr>
<td>Tenure-track assistant professors</td>
<td>9.3</td>
</tr>
<tr>
<td>Total tenure-track faculty members</td>
<td>19.7</td>
</tr>
<tr>
<td>Non-tenure-track faculty members (fulltime)</td>
<td>3.7</td>
</tr>
<tr>
<td>Total fulltime faculty members</td>
<td>23.3</td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>23.3</td>
</tr>
<tr>
<td>Graduate teaching assistants</td>
<td>12.3</td>
</tr>
<tr>
<td>Total for part-time faculty</td>
<td>23.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average annual number and type of staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative staff (fulltime equivalents)</td>
<td>3</td>
</tr>
<tr>
<td>Student assistants (half-time equivalents)</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average annual credit hours by level</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate: Core</td>
<td>15196.3</td>
</tr>
<tr>
<td>Undergraduate: Lower division</td>
<td></td>
</tr>
<tr>
<td>Undergraduate: Upper division</td>
<td>9196.7</td>
</tr>
<tr>
<td>Graduate</td>
<td>1942.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average annual credit hours by faculty type</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured and tenure-track</td>
<td>11401.0</td>
</tr>
<tr>
<td>Non-tenure track (fulltime)</td>
<td>6709.0</td>
</tr>
<tr>
<td>Total for fulltime faculty</td>
<td>18110</td>
</tr>
<tr>
<td>Part-time instructors</td>
<td>3770</td>
</tr>
<tr>
<td>Graduate teaching assistants</td>
<td>4389</td>
</tr>
<tr>
<td>Total for part-time faculty</td>
<td>8159</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarly and creative productivity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of refereed publications: Unduplicated</td>
<td>42</td>
</tr>
<tr>
<td>Total number of refereed publications: By author</td>
<td>38</td>
</tr>
<tr>
<td>Total number of other scholarly works: Unduplicated</td>
<td>59</td>
</tr>
<tr>
<td>Total number of other scholarly works: By author</td>
<td>59</td>
</tr>
<tr>
<td>Average annual number of refereed publications per tenure-track faculty: Unduplicated</td>
<td>1.1</td>
</tr>
<tr>
<td>Average annual number of refereed publications per tenure-track faculty: By author</td>
<td>1.3</td>
</tr>
<tr>
<td>Average annual number of other scholarly/creative works per tenure-track faculty: Unduplicated</td>
<td>.98</td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Average annual number of other scholarly/creative works per tenure-track faculty: By author(^2)</td>
<td>.98</td>
</tr>
<tr>
<td>Funding from grant and other sources(^3)</td>
<td></td>
</tr>
<tr>
<td>Total external direct funding</td>
<td>$202,400</td>
</tr>
<tr>
<td>Total external indirect costs</td>
<td>$12600</td>
</tr>
<tr>
<td>Total internal funding</td>
<td>$38,300</td>
</tr>
<tr>
<td>Total funding from other sources</td>
<td>$600,000(^1)</td>
</tr>
<tr>
<td>Average annual external funding per tenure-track faculty</td>
<td>$3617</td>
</tr>
<tr>
<td>Average annual internal funding per tenure-track faculty</td>
<td>$703</td>
</tr>
</tbody>
</table>

\(^1\) For works with multiple authors from the unit, count the work only once.

\(^2\) For works with multiple authors from the unit, count the work once for each author in the unit.

\(^3\) For multi-participant grants, include only the amounts allocated to unit faculty members.
### TABLE B7

**GEORGIA STATE UNIVERSITY**

A COMPARISON OF GSU TO SELECTED PEER* PARTICIPANTS AND TO ALL RESEARCH INSTITUTIONS IN THE 2005 DELAWARE STUDY

NORMATIVE INSTRUCTIONAL COST RATIOS, RESEARCH AND PUBLIC SERVICE EXPENDITURES

PER FTE TT FACULTY AS OF FY 2005

**POLITICAL SCIENCE**

<table>
<thead>
<tr>
<th>DEPT</th>
<th>CIP</th>
<th>GSU DEPT PER SCH</th>
<th>GSU PER FTE STUDENT</th>
<th>PERSONNEL COST AS % OF DIRECT EXPENDITURE</th>
<th>RESEARCH EXPENDITURE PER FTE TT</th>
<th>SERVICE EXPENDITURE PER FTE TT</th>
<th>RSCH + SERV EXPENDITURE PER FTE TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS</td>
<td>451000</td>
<td>GSU</td>
<td>$94</td>
<td>$2,698</td>
<td>$3,442</td>
<td>$0</td>
<td>$3,442</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER A</td>
<td>$137</td>
<td>$3,859</td>
<td>$916</td>
<td>$0</td>
<td>$916</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER B</td>
<td>$142</td>
<td>$4,160</td>
<td>$1,679</td>
<td>$305</td>
<td>$1,985</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER C</td>
<td>$203</td>
<td>$5,756</td>
<td>$9,936</td>
<td>$0</td>
<td>$9,936</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER D</td>
<td>$198</td>
<td>$5,372</td>
<td>$55,032</td>
<td>$126</td>
<td>$55,158</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER E</td>
<td>$108</td>
<td>$3,064</td>
<td>$848</td>
<td>$0</td>
<td>$848</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER F</td>
<td>$186</td>
<td>$5,305</td>
<td>$8,853</td>
<td>$33,291</td>
<td>$42,145</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>PEER G</td>
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<td>$6,419</td>
<td>$0</td>
<td>$1,929</td>
<td>$1,929</td>
</tr>
<tr>
<td>POLS</td>
<td>451001</td>
<td>PEER H</td>
<td>$153</td>
<td>$4,474</td>
<td>$1,041</td>
<td>$20,836</td>
<td>$21,876</td>
</tr>
<tr>
<td>POLS</td>
<td>451002</td>
<td>PEER I</td>
<td>$269</td>
<td>$7,488</td>
<td>$363</td>
<td>$1,808</td>
<td>$2,171</td>
</tr>
<tr>
<td>POLS</td>
<td>451003</td>
<td>PEER J</td>
<td>$130</td>
<td>$3,755</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>POLS</td>
<td>451000</td>
<td>ALL RESEARCH INST</td>
<td>55</td>
<td>$3,959</td>
<td>$3,846</td>
<td>$2,902</td>
<td>$9,128</td>
</tr>
</tbody>
</table>

* Selected peers (which cannot be individually identified) are Arizona State U., Florida State U., Temple U., SUNY-Binghamton, UGA, UNC-CH, USC-Columbia, U. of Alabama-Tuscaloosa, UT-Knoxville and Wayne State U.
Appendix B1
Rationale for Peer Programs

In this self study report most comparison as based on other national and international political science programs. For instance, faculty productivity is judged according to data published by Hix in the Political Studies Review, 2004. He gathered data on publications in 63 peer-reviewed journals by faculty in 400 national and international departments between 1993-1997 and 1998-2002. This comparison of faculty productivity is more valid than simply examining publication rates at Regents identified peer or aspirational universities because it contains minimal selection bias.

A second set of comparisons is made for instructional costs and productivity per faculty member (Table B-5). This comparison is based on the Delaware Study of Instructional Costs and Productivity. The Delaware collects data on colleges and universities nationwide. Comparison schools in the table (see B-7) include peer and aspirational universities as well southeastern universities like University of Georgia, UNC Chapel Hill and UT Knoxville.

The third peer comparison made in the self study is number of political science faculty per department. These comparisons are based on Regents identified peer and aspirational universities.
# TABLE OF CONTENTS

2006-07 Faculty Roster  
2006-07 Faculty Service Roles  

## Description of Service Roles

### Standing Committees
- Executive Committee  
- Graduate Committee  
- Undergraduate Committee  
- Promotion and Tenure Committee  
- Contract Renewal Committee  
- Lecturer Review Committee  

### Departmental Policies

*Faculty Professional Development and Assessment*
- Annual Evaluation of Faculty Members  
- Promotion and Tenure  
- Graduate Faculty Status  
- Professional Travel  
- Professional Dues  
- Conference Registration Fees  
- Summer Research Funds  
- Mentors for Tenure-track Faculty  
- Professional Leave  
- Sick Leave  
- Review and Promotion of Lecturers  

*Instruction*
- Workload Policy  
- Course Syllabi  
- Advising  
- Office Hours  
- Grade Changes, Additions, Drops and Withdrawals  
- Graduate Assistants  
- Directed Readings or Research  
- Instructional Effectiveness and Teaching Portfolios  

*Offices, Equipment and Facilities*
- Copying  
- Telephones  
- Office Rotation Policy  

*Faculty Recruitment*

### Program Assessment

- University General Education Learning Outcomes  
- Graduate Program  
- Undergraduate Program
2006-07 FACULTY ROSTER

Tenured Faculty:
Mike Binford
Chip Carey (on professional leave, Spring 2007)
Allison Calhoun- Brown
Bill Downs
John Duffield
Dan Franklin
Michael Herb (on professional leave, Spring 2007)
Bob Howard
Peter Lindsay
Carrie Manning
Jennifer McCoy
David Nixon (on professional leave, Fall 2006-Spring 2007)

Tenure Track Faculty:
Rich Engstrom
Scott Graves
Charles Hankla
Kimberly James
Jeff Lazarus
Kim Reimann
Amy Steigerwalt

Non-Tenure Track:
Joe Peek (Instructor)
Rashid Naim (Lecturer)
Jeannie Grussendorf (Visiting Lecturer)
Jane Winzer (Visiting Lectuer)
Allison Odachowski (Visiting Instructor)

Joint Appointments with Tenure Line in Other Departments:
Gary Henry  (Public Administration and Urban Studies; on professional leave)
Mary Stuckey  (Communications)

Active Emeritus Faculty
Glenn Abney
Bill Thomas
2006-07 FACULTY SERVICE ROLES

Chair
Bill Downs

Director of Graduate Studies
Carrie Manning

Director of Undergraduate Studies
Bob Howard

University Senate
Bill Downs
Dan Franklin
Carrie Manning

Department Executive Committee
Carrie Manning, ex officio
[four members elected by secret ballot]

College Graduate Council
Carrie Manning

College Undergraduate Council
Bob Howard

Self-Study Committee Chair
Allison Calhoun-Brown
Chip Carey
John Duffield
Rich Engstrom
Bob Howard
Peter Lindsay
Carrie Manning
Jennifer McCoy
Rashid Naim

Self-Study Committee

Promotion and Tenure Committee Chair
[To be elected]

Undergraduate Advising Coordinators
Scott Graves
Rashid Naim
Peter Lindsay
Mike Binford
Dan Franklin

Pi Sigma Alpha Advisor
Michael Herb

Pre-Law and BIS Law and Society Advisor
Bob Howard

Sigma Iota Rho Advisor
Bill Downs

College Promotion and Tenure Area Committee
John Duffield

Library Liaison
Kimberly James

Coordinator, Presidential Assistants Program
Dan Franklin

POLS 2401 Global Issues Coordinator
Rashid Naim

POLS 1101 American Government Coordinator
Mike Binford
**Study Abroad Coordinator**
Kim Reimann

**Colloquium Series Coordinator**
Chip Carey

**International Politics Recruitment Committee**
John Duffield, Chair
Jennifer McCoy
Carrie Manning
Chip Carey
Michael Herb
Charles Hankla
Kim Reimann

**American Politics Recruitment Committee**
Dan Franklin, Chair
Allison Calhoun-Brown
Rich Engstrom
Bob Howard
Scott Graves
Kimberly James

**Graduate Committee**
Carrie Manning, Chair

**Undergraduate Committee**
Bob Howard, Chair
Mike Binford, *ex officio*
Rashid Naim, *ex officio*
Dan Franklin
Peter Lindsay
Scott Graves

**Coordinator, Legislative Internship Program**
Bill Thomas
DESCRIPTION OF SERVICE ROLES

Chair. The Chair is selected by the Dean of the College with the advice of the departmental faculty. The Chair is evaluated every three years by the faculty.

Graduate Director. The graduate director is selected by the Chair with the advice of the executive committee. The graduate director should promote the quality and development of the graduate program. The director implements policy set by the graduate faculty and the graduate committee. The graduate director and the graduate committee choose the student to whom the Bascom Quillian Award for best paper given by a graduate student at a professional conference is to be awarded.

Undergraduate Director. The Undergraduate Director is selected by the Chair with the advice of the executive committee. The undergraduate director will chair the undergraduate committee and will advise the department on the status of the undergraduate curriculum. The director will seek to expand and improve the quality of the undergraduate program and instruction. In this role, the director will sign senior audits, oversee the assessment of the undergraduate program, oversee the recognition of achievement by undergraduate students, oversee the internship program, review the undergraduate curriculum, oversee the advisement process, oversee directed readings and research at the undergraduate level, and work with the coordinators of 1101 and 2401 in choosing texts to be used by lecturers, visiting lecturers, visiting instructors, graduate teaching assistants and part-time instructors in those courses.

Pre-law advisor. The pre-law advisor will be appointed by the chair. The role of the advisor is to serve as sponsor of the pre-law club, provide information about legal education, provide advice and assistance about applications to law schools and broadly support the pre-law program of the department.

POLS 1101 and POLS 2401 Coordinators. The Chair shall appoint a faculty member to coordinate Political Science 1101 courses and a faculty member to coordinate 2401 courses. The specific duties of the coordinator are:

1. To advance teaching quality in 1101 and 2401 courses.
2. To serve on the undergraduate committee
3. To encourage instructional innovation and teaching effectiveness.
4. To evaluate each GTA, PTI and lecturer based on at least one personal observation and other indicators of teaching effectiveness.
5. To advise the undergraduate committee, chair, and the graduate director about the personnel and other needs of these courses.
6. To assess and supervise the GLA and tutorial functions of presidential assistants.

Library Liaison. The Chair shall appoint a faculty member to serve as liaison with the Library. The duties of this person are to inform the faculty of the policies and opportunities offered by the Library and to advance the research and teaching needs of the Department through the Library by informing it of the requirements of the Department for books, journals, etc.
**Presidential Assistants Coordinator.** The Chair shall appoint a faculty member to serve as coordinator of presidential assistants. The duties of this person shall be to appoint new assistants and review current assistants for re-appointment, to assign assistants to faculty members and teachers for work duties, and to serve on the undergraduate committee.

**Other service roles:** The department has a number of service roles, including recruitment, colloquium coordinator, club sponsorship, service on ad hoc committees, guidance of junior faculty, service in University Senate, etc. These roles and others are essential to departmental development and are an important part of the service component of faculty.
STANDING COMMITTEES

Executive Committee
The Executive Committee advises and consults with the Chair in departmental governance in the following matters: goals in instruction, research and service; policies and procedures; workloads; annual budget; merit raises for faculty; recruitment of faculty; allocation of space and equipment; and committee structure in the department and procedures for selecting members of committees. The Executive Committee shall be elected annually by secret ballot. Election shall be by a majority of votes from those present for the election. The faculty elects four tenured or tenure-track members. Ballots are cast until four members receive a majority of the votes cast. The Director of Graduate Studies is an ex-officio member of the committee. The Executive Committee must meet at least once each semester and report its actions to the departmental faculty by distributing minutes of its deliberations.

Graduate Committee
The Graduate Committee will be chaired by the Director of Graduate Studies and shall consist of two to six tenured or tenure-track members of the faculty. Members of the committee will be elected annually by a majority of the departmental faculty. Only members of the departmental graduate faculty are eligible to serve on the Graduate Committee. The committee is responsible for assisting the Director of Graduate Studies in assessing and improving the quality of graduate education. The committee may advise the DGS on the recruitment of new students, allocation of assistantship funds, policies and procedures, and practices designed to enhance the placement of students graduating from the program. The Graduate Committee will also advise the departmental chair on criteria for departmental graduate faculty membership and on procedures for periodic review of such criteria. The committee shall meet at least once per semester to discuss the department’s efforts, and it will report its deliberations to the Chair and full faculty.

Undergraduate Committee
The Director of Undergraduate Studies will chair the Undergraduate Committee. The pre-law advisor, coordinators for 1101 and 2401, and director of presidential assistants shall be ex-officio members. The departmental Chair shall appoint three additional members from volunteers in the department for service on the committee. The Committee shall have responsibility for assisting the Director of Undergraduate Studies in assessing and improving the quality of undergraduate education, including coordination of undergraduate advising. The committee shall meet at least once per semester to discuss the department’s efforts, and it will report its deliberations to the Chair and full faculty.

Promotion and Tenure Committee
1. The departmental committee on promotion and tenure constitutes those faculty members with tenure and rank higher than the faculty member seeking promotion and/or tenure. The committee shall elect a chair each academic year.

2. The primary duty of this committee is to conduct the promotion and/or tenure process within the department. Recommendations of the departmental committee in regard to promotion and tenure are based on the departmental and college manuals. Recommendations are forwarded to the Chair and to college committee. The departmental committee has responsibility to make revisions in the promotion and tenure manual and to send them to the College for approval.

3. **Pre-tenure review:** At the end of the third year, each assistant professor is reviewed by the departmental promotion and tenure committee based on the standards for promotion and tenure. The departmental Chair comments on the report of the committee and forwards it to the Dean.
The faculty member subsequently receives feedback from the Dean and the Provost. The purpose of this evaluation is to aid candidates in identifying weaknesses and strengths in their credentials and to enhance chances for promotion and tenure.

4. **Post-tenure review.** The departmental promotion and tenure committee does not participate in the post-tenure process. After receiving tenure, each faculty member is reviewed every fifth year by the departmental Chair and the College promotion and tenure committee as to progress toward promotion or continuing achievement of the goals of the College as defined by the promotion and tenure manual of the College. Faculty members receive feedback from the Dean.

**Contract Renewal Committee**
Non-tenured members of the tenure-track faculty have their contracts reviewed each year. The promotion and tenure committee serves as the contract renewal committee and annually makes recommendations to the Chair and the Dean in regard to renewal of contracts for an additional year. The College follows AAUP guidelines in terms of the timing of contract renewal. The chair of the committee is responsible for advising the departmental Chair in a timely manner as to the recommendation of the committee.

**Lecturer Review Committee**
This committee is composed of members of the Promotion and Tenure Committee and of the senior lecturers in the department. The duty of this committee is to implement the third-year review policy for lecturers and the promotion review policy for lecturers.

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**DEPARTMENTAL POLICIES**

**I. Faculty Professional Development and Assessment**

**ANNUAL EVALUATION OF FACULTY MEMBERS**
Faculty members submit to the Chair at the end of each calendar year a copy of an updated curriculum vitae, an annual report (form is provided by the College) of research, instructional, and service activities, and their teaching portfolio (see Teaching Assessment below). Drawing upon these documents, the executive committee will provide a score for effectiveness in research, instruction and service based on the previous calendar year’s activities. No executive committee member will evaluate his/her own record. The scores will be submitted to the Chair and utilized by the Chair in making recommendations to the Dean about faculty pay. The Chair writes an annual evaluation based on the accomplishments of the faculty member. The Chair will meet with each faculty member—normally in April--to discuss the annual evaluation.

**PROMOTION AND TENURE**

1. University and College Requirements: Manuals detailing requirements of the College and of the Department are available at the College Website [http://www.cas.gsu.edu/units/cas.aspx?unit=policies](http://www.cas.gsu.edu/units/cas.aspx?unit=policies).

2. The departmental manual indicates how the standards set forth in the College manual may be met. The departmental promotion and tenure committee should consult this manual in evaluating a faculty member’s credentials in regard to College standards.


**GRADUATE FACULTY STATUS**

A. University Requirements

**Background**

The Georgia State University Strategic Plan provides the framework for the development of the Graduate Faculty membership criteria: Academic excellence is central to Georgia State University's development. This will be accomplished by encouraging, developing and sustaining nationally competitive research, scholarship, and creative activity that generate and advance knowledge and artistic expression, and by maintaining and developing nationally competitive instructional programs at the undergraduate and graduate levels. Georgia State University requires that all of its tenured and tenure-track faculty be teacher-scholars. Being a scholar means engaging in original research. The work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and practice, and communicating one's knowledge effectively to students and the professional community. After careful analysis of available models of faculty performance, University standards, clarified by unit guidelines, will be established for promotion and tenure, graduate faculty status, and faculty workload.

The following Graduate Faculty membership criteria provide the University standards to be used in the Colleges' development of specific guidelines.

**Purpose**

Since Georgia State University is one of four research universities in the University System of Georgia, faculty members are expected to generate and disseminate knowledge. The Graduate Faculty will do scholarly research and creative work, teach graduate students, and direct the research of graduate students. Graduate Faculty members are expected to demonstrate current knowledge of and involvement with their fields.

These guidelines describe the general criteria and procedures for the appointment of Graduate Faculty. (The SACS re-accreditation handbook specifies that "Eligibility requirements for faculty members teaching graduate courses must be clearly defined and publicized.") (Section 4.8.2.3)

**Duties**

A faculty member must hold Graduate Faculty membership in order to fulfill the following duties:

- teach doctoral courses and research-oriented masters courses (as identified by the academic unit),
- serve as chair, member, or reader of doctoral dissertation committees and direct masters theses. (A dissertation committee may include one member who is not of the Graduate Faculty in order to accommodate researchers and other professionals who may bring special expertise to the committee.)

**Criteria**

In accordance with the Strategic Plan, university standards, clarified by unit guidelines, will be used in evaluating candidates for the Graduate Faculty. A member of the Graduate Faculty must hold the appropriate terminal degree, and be actively engaged in scholarly or creative activities.

The primary qualitative guideline is current scholarly competence. The Graduate Faculty member is now an active and productive scholar and, recognizing the complementarity of research and teaching, is an effective teacher at the graduate level. Evidence of recent active and productive scholarship includes scholarly books, refereed articles in scholarly journals, chapters in scholarly books, abstracts in scholarly
conference proceedings, successful external research grant applications, juried shows, editorships, or the equivalent as determined by the individual academic unit. Evidence of graduate teaching effectiveness includes teaching awards, successful instructional innovation grants, student evaluations, student accomplishments, guidance of graduate students' research projects, peer reviews, innovations in course design or delivery, publications in area of pedagogy, or other quantitative and qualitative evidence as determined by the individual academic unit.

Specific Guidelines
In accordance with the general criterion of current scholarly competence, each College (School) on campus will develop additional qualitative guidelines and quantitative expectations appropriate to its discipline(s) for the College as a whole and/or for its constituent units. Each College's (School's) guidelines must be approved by the College (School) faculty before submission to the Graduate Council (a subcommittee of APACE) for review. In reviewing those guidelines, the Graduate Council will insure that overall standards of scholarship and professional activities are met. The College (School) guidelines will not necessarily be a codification of extant practice, but may instead represent the unit's plan for achieving excellence in graduate education. The Graduate Council will make recommendations to the Provost/Vice President for Academic Affairs for his/her approval of the guidelines. This process also will be followed for any substantive revisions following approval of initial guidelines. The Graduate Council will monitor the implementation of Graduate Faculty Membership guidelines during Academic Program Review.

Review Process
Review for Graduate Faculty membership is initiated at the request of the faculty member. Appointments to the Graduate Faculty shall be for renewable terms of five years. Recommendations for appointment to the Graduate Faculty will be made by a designated committee from the department. (In small departments, the committee may include members from other departments.) The department's recommendation will be forwarded to a College/School designated committee for approval. College/School recommendations will be forwarded to the Provost/Vice President for Academic Affairs for final approval on appointments and reappointments to the Graduate Faculty. In most cases, the timing of the review for regular Graduate Faculty membership should coincide with pre-tenure, tenure, and post-tenure reviews.

Provisional Graduate Faculty Status
A faculty member who has completed his/her terminal degree within the last five years may request non-renewable provisional graduate faculty membership for a period not exceeding five years. Provisional members may perform all the duties of Graduate Faculty except chairing doctoral dissertation committees. At any point during the provisional period, the faculty member may request review for regular Graduate Faculty status.

All nominations for Graduate Faculty membership must be accompanied by a current vita.

B. College of Arts and Sciences Requirements (Revised and approved in Chairs Council 11/16/05)
1. Each department will develop guidelines regarding the various standards and privileges that Graduate Faculty membership provides in its department, and the conditions under which specific boundaries may be placed on such privileges and under which Graduate Faculty membership may be revoked. The department guidelines will be reviewed and approved by the Dean's Office. Faculty members who have been denied Graduate Faculty status must wait two years to apply for reconsideration.
For tenured/tenure-track faculty:

2. All new tenure-track and tenured faculty, because they are hired under the requirement of “current scholarly competence,” will be appointed to full Graduate Faculty status upon hiring. Tenure-track faculty who complete pre-tenure review will hold full Graduate Faculty status until their tenure review.

3. Tenure-track and tenured faculty members who have Graduate Faculty status will have their status reviewed by their departmental Graduate Committee, and its continuation recommended or denied as part of the tenure or post-tenure review processes. The evidence for “current scholarly competence” beyond that defined in the University policy will be based on each department’s P&T manual and departmental guidelines regarding Graduate Faculty.

4. Tenure-track and tenured faculty from one department may request Graduate Faculty status from another department via a request to the chair of the secondary department at the time of their initial appointment or at the beginning of the Spring Semester. Their continuation in Graduate Faculty status in the secondary department will also be reviewed at the same time as their pre-tenure, tenure, or post-tenure reviews in their primary department. Secondary departments or institutes, such as those that work with affiliate faculty, may stipulate more frequent continuation reviews. The evidence for “current scholarly competence” beyond that defined in the University policy will be based on the secondary unit’s P&T manual and departmental guidelines regarding Graduate Faculty. Graduate faculty status must be explicitly addressed in the documentation establishing any joint appointments.

5. Tenure-track and tenured faculty members who do not hold Graduate Faculty status may request consideration from the department Graduate Committee at the beginning of the Spring Semester each year.

6. Tenured faculty who do not participate in post-tenure review will have their Graduate Faculty status reviewed every five years (or as part of their regular review cycle) by the Dean’s Office of the College of Arts and Sciences (or the Provost’s Office) based on the appropriate criteria from their home department’s guidelines for Graduate Faculty.

For non-tenure-track and adjunct faculty:

7. Departmental guidelines may allow other faculty whose position and assigned workload allows for involvement in graduate education programs to be considered for Graduate Faculty status by the departmental Graduate Committee if they hold the appropriate terminal degree in their field and meet the University and department P&T manual evidence for “current scholarly competence” and the department guidelines for Graduate Faculty. They must be nominated by a member of the department’s Graduate Faculty and the nomination may come at the time of the initial appointment or at the beginning of Spring Semester each year. Such faculty cannot chair PhD committees. They will have their status reviewed at least every three years.

General:

8. All changes in a faculty member’s Graduate Faculty status must be approved by the Dean’s office.
C. Departmental Requirements – require amendment following revision of College policy

1. Accomplishment of promotion from assistant professor to associate or from associate to professor shall be indicative of current scholarly competence and shall entitle the faculty member to Doctoral Graduate Faculty status.

2. After five years within the associate or professor rank and for every five years thereafter, the graduate committee shall recommend to the chair the status of an individual faculty. The chair shall inform the faculty member of this recommendation as well as his or her assessment. The faculty member may provide the chair with a rebuttal. The chair will forward to the College her or his recommendation as well as the reply of the candidate.

In assessing the qualifications of the faculty member, the committee and chair shall recommend the status of Doctoral Graduate Faculty for those associate professors attaining the status of “very good” in professional development and instruction as defined in the departmental manual for promotion to professor. The committee and chair shall recommend the status of “Graduate Faculty” for those associates attaining at least the status of “good” in professional development; this status requires consistent progress in professional development since promotion or the last post-tenure review. In addition, the faculty member must be rated as “very good” in instruction. In making its assessments, the committee and chair shall rely on the current curriculum vitae of the faculty member, particularly that part of it relating to the most recent five year period, and the teaching portfolio, as required by the College, of the candidate.

In assessing the qualifications of the faculty member, the committee and chair shall recommend the status of Doctoral Graduate Faculty for those professors who demonstrate continued recognized expertise in their area and continue to contribute in a consistent manner to the development of new knowledge in their scholarship and instruction. The committee and chair shall recommend Graduate Faculty status to those faculty members who continue to be recognized for their expertise in scholarship and who maintain a “very good” level of instruction.

In making its assessments, the committee and chair shall rely on the current curriculum vitae of the faculty member, particularly that part of it relating to the most recent five year period, and the teaching portfolio, as required by the College, of the candidate.

The Department may admit to graduate status faculty members from other departments. Such faculty should have achieved graduate faculty status in the departments in which they are tenured. Applicants for such status should submit the curriculum vitae and materials in support of their teaching capability to the graduate committee of the department. The committee will forward its recommendation to the chair. If the recommendation is favorable for Doctoral Graduate Status or for Graduate Status and the chair concurs, then the chair should forward a departmental recommendation to the College. If either the committee or chair does not favor membership on the graduate faculty, no recommendation should be sent forward. The faculty member has no right of appeal or rebuttal.

3. Departmental decisions on the graduate status of new faculty will be made by the chair in conjunction with the executive committee at the time of the job offer. They will be forwarded to the Dean along with the recommendation of the recruitment committee. The Promotion and Tenure Committee will review the graduate status of new faculty during pre-tenure review and
recommend to the chair the proper status. The chair will use that recommendation along with his or his view to the Dean. The faculty member does not have a right to reply to the recommendations.

PROFESSIONAL TRAVEL
1. Authorization: Before traveling on business, each faculty member should submit a travel authorization form, even if the faculty member does not seek compensation.

2. Compensation: Faculty members may obtain compensation for expenses incurred in attending academic conferences, including travel, registration, and lodging, provided that they have official business to conduct at such conferences.

The total amount of funds for each faculty member shall be decided by the faculty or executive committee at the beginning of each year. Amounts beyond this limit may be approved by the Chair and/or the executive committee when such increase is in the interest of the department and of the faculty member.

3. Expense statements: Faculty member must file an expense statement on the proper form to receive compensation. Original airline and hotel receipts must be submitted. Food expenses are limited to a per diem amount or for a set amount on partial days. Also, a copy of a completed travel authorization form must accompany the expense statement. All travelers should be familiar with the form for expense statements prior to travel.

4. The state contracts with airlines for special rates to various cities. You do not have to use the rate and the specific airline if you can get a lower rate or if you have a scheduling problem. However, note that tickets on state contracts are refundable and give you extra flexibility. Check with the business manager for your city.

PROFESSIONAL DUES
Faculty members may submit bills for professional membership for payment to the business manager for an amount to be determined annually. The faculty or the executive committee will review this policy each year.

CONFERENCE REGISTRATION FEES
Registration fees for conferences are reimbursable with receipts. However, each faculty member is limited to reimbursement according to faculty policy.

SUMMER RESEARCH FUNDS
Such funds shall be distributed at the rate of 10 percent of salary to assistant professors. Preference in such funding should favor the more recently appointed assistants. Research funds are granted for the first two summers and for subsequent years when available. Such funds should not be distributed to assistant professors longer than five summers. Funds remaining after provision for assistant professors in their first five summers shall be distributed by the Chair on the basis of merit.
MENTORS FOR TENURE-TRACK FACULTY
Each tenure-track assistant professor should have a mentor of the associate or professorial rank. The Chair should appoint the mentor in the first semester of employment. Mentors should assist the assistants with professional development. Any assistant professors without a mentor should notify the Chair.

PROFESSIONAL LEAVE
College of Arts and Sciences Professional Leave Policy
The following principles are intended to supplement the policies on leaves to be found in the current Faculty Handbook.

1. Definition and Purpose.
   Professional leaves are intended to provide opportunities for the reflection, research, and professional development essential in a scholarly community. Professional leaves, which are defined as leaves of absence with pay for specific purposes, may be either for research or instructional, administrative, or other professional development. (Normally, leaves whose purpose is primarily for the faculty member to teach elsewhere are not covered by the policy, nor are grant buy-outs or unpaid leaves or leaves for medical or personal reasons.) Professional leaves are intended to free the faculty member not only from teaching but also from other ongoing institutional service responsibilities.

2. General Policies.
   Ordinarily only tenured and tenure-track faculty members who are associate professors or professors with six or more years' service (including probationary credit) with established artistic or research records are eligible for research and development leaves. Professional leaves may be taken for a period of time up to one full academic year.

   Faculty applying for professional leaves must seek external fellowship or grant support for the leave. If substantial external support is received, the College will provide additional funds to enable the faculty member to receive full regular salary for the period of the leave. If external support is not received, the College will provide full regular salary for a one-semester leave, or one-half salary for a full year's leave. Additional funds for travel and related expenses may be provided as deemed appropriate.

   In accordance with Board of Regents policy, faculty members granted a one-semester leave must agree to return to the University for at least one academic year, faculty members granted a year's leave must agree to return to the University for at least two years, and all faculty members granted professional leave must file a report on accomplishments during the leave period with the Dean's office. There must be at least twelve academic-year semesters of service accumulated between professional leaves.

3. Procedures.
   Each department or unit will consult with the Dean's office to determine the frequency with which professional leaves can be offered. Each department or unit should (normally through its executive committee) establish policies and a procedure through which faculty may apply for professional leaves, seeking to maximize opportunity and to minimize the impact of leaves on curriculum. The granting of professional leaves with pay will be based on an assessment of merit, and awards will be made on a competitive basis contingent on available resources. Each department or unit will forward to the Dean's office by April 1 its ranked nominations for professional leave, and applicants will be notified of awards by May 1.

   NB. All faculty must apply for external funding, including funding to support professional leaves, must also send their grant applications to the Associate Dean for Research in the College of Arts and Sciences,
who in turn will route them to the Office of Research and Sponsored Programs. Any exceptions to this policy must have the Dean’s approval.

**Department of Political Science Policy on Professional Leave**

1. Applications should be sent to Chair by March 1.

2. Applications must indicate
   - a. Time desired for leave and when to be taken
   - b. Efforts to gain outside funding.
   - c. Goals to which leave time is to be used
   - d. Time since previous professional leave time
   - e. Agreement to return to service per College requirements.

3. The executive committee will review applications and make recommendations ranking the applicants with an explanation for decisions made.

4. The chair will forward the recommendations and explanation along with her/his assessment of the committee’s views to the Dean.

5. The committee’s and Chair’s assessment will be based on the following factors:
   - a. Effect of leave on faculty member’s professional development.
   - b. Effect of leave on teaching mission of the department. In making this determination, the number of other faculty on other types of leave should be considered.
   - c. The rules of the College in regard to leave.
   - d. The number of faculty members on professional leave in any one semester should not be greater than ten percent of the tenure track and tenured faculty members of the department.
   - e. Likelihood of external support should be viewed as a positive.

**SICK LEAVE**

Each faculty earns sick leave based on length of service. In the event of illness, it may be used to earn compensation. When illness prevents a faculty member from performance of duties, then he/she should complete a form, obtainable from the business manager, and report the absences by returning the completed form to the business manager.

**REVIEW AND PROMOTION OF LECTURERS (Adaptation of College of Arts & Sciences Policy on Review of Lecturers and Promotion of Lecturers to Senior Lecturers)**

A. **Overview**

All lecturers are reviewed annually for contract renewal, as these positions are not tenure track and are not intended to become so. Lecturers who are reappointed after five years of consecutive service will be promoted to senior lecturer, to begin in their seventh year of service. Lecturers not reappointed after five years will be terminated at the end of their sixth year. There are two types of reviews specific for lecturers; these are the third-year review and fifth-year review of lecturers, with promotion to senior lecturer. In these reviews, the primary consideration is contributions in instruction and service. Instruction includes teaching students, both inside and outside the classroom environment. Service includes advising and serving the academic needs of students. Service is normally at the departmental and college levels, but may
include university service. Professional service as well as public service involving professional expertise is also relevant. Other activities, such as publications of their research and scholarship, are not required; however, departments have the option of considering such activities in the reviews, particularly as they bear on instructional performance. Reappointment of lecturers and promotion of lecturers to senior lecturer are dependent not only on their performance in instruction and service, but also on the programmatic needs and financial exigencies of the College and its units. Since annual reviews and annual contract renewal reviews are distinct from the third-year and fifth-year reviews in that they involve different evaluating bodies, different materials, and different time spans, one may not be able to make a reliable inference from the annual reviews to the results of the fifth-year review.

B. Components of the Third-Year Review of Lecturers and Fifth-Year Review with Promotion to Senior Lecturer:

B.1. Dossier. The dossier will contain the following sections, if appropriate:

a. Cover Page: Includes the candidate's name, department/school, and date of appointment at Georgia State University.
b. Curriculum Vitae
c. Information on Instruction
   1. Statement of Instructional Interests, Goals, and Qualifications: Each lecturer should briefly describe an educational philosophy and a set of goals and objectives in instruction and service projects, and a list of courses and/or areas they believe they are qualified to teach.
   2. Courses Taught During the Last Eight Semesters: The candidate must provide a copy of the most recent syllabus used for each course taught during the time period. Only one syllabus for each different course is required. Using the following format, the candidate must provide a list of courses taught:

   SUMMARY OF COURSES TAUGHT, 20XX TO 20XX.
   Semester/year     Title and Course Number Number of Students
   Fall/06           Global Issues/ PolS 2401    120

   3. Teaching Portfolio: Each lecturer will compile a teaching portfolio, as described in the College’s Teaching Assessment Policy and as further specified by the relevant departmental policy. Teaching portfolios will include numerical evaluations for all courses and a list of all independent studies, theses, and other such courses one has directed. In addition, faculty shall include in the portfolios more complete data (syllabi, exams, written student evaluations and other materials) from two courses per year. In consultation with the Chair, faculty members will vary the courses in the portfolio so that over a three-year period it will contain a broad representation of the courses they have taught.
   4. Student Evaluations: Summary of questions 1-17 on the student questionnaire must be provided for courses taught during the last 8 semesters. Written comments other than the ones required in the teaching portfolios should not be included.
   5. Description of new courses and instructional programs developed, instructional Funding: Describe all intramural and extramural funding of instructional initiatives.
   6. Published Materials: Articles, textbooks, creative activities, or any other material publications related to the candidate’s instruction.
   7. Honors or Special Recognition for Instruction.
   8. Independent Studies, Practica, Theses.
d. Information on Service
   1. Instructional Service: a list of instructional service beyond the classroom. Examples of instructional service may include participating in developing instructional materials and curricula, organizing or presenting seminars on instructional methodology, supervising and/or mentoring faculty.
   2. Assistance to Colleagues: guest lecturing, consulting about educational and instructional issues (e.g., curriculum development, mode of presentation, or assistance with new instructional technology), providing advice about or reviews of manuscripts or grant applications.
   3. Contributions to the Department and College: student advisement and mentoring, memberships on departmental/college committees, development of instructional and service programs.
   4. Contributions to the University.
   5. Professional service: memberships on professional societies, advisory boards, etc.
   6. Community and public service: lectures, speeches, presentations, performances, short courses, and assistance to governmental agencies.

e. Information on professional development activities: Candidate should provide information on professional development activities, such as publications of their research and scholarship, creative activities, performances, exhibitions, conference presentations, grants applied for and/or funded, and collaborations, as they bear on the lecturer’s knowledge of the field or instructional performance.

B.2. Review Criteria
a. Instruction: Evaluation of instructional effectiveness will use the criteria of the College’s policy [http://www.cas.gsu.edu/files/policies/files/TeachingEffectiveness.doc](http://www.cas.gsu.edu/files/policies/files/TeachingEffectiveness.doc). The specific nature of each lecturer’s instructional activities may vary as a function of the mission of the Department of Political Science. Thus, evaluators will assess the instructional effectiveness of lecturers as it relates to the mission of the Department of Political Science and the role assigned to the individual lecturer. Among the factors that evaluators should consider in their assessments are the following:

1. **Quality of course content**: The quality of course content will be evaluated through review of syllabi, examinations, web pages, and other supplementary materials. Syllabi should be reviewed for conformity with university guidelines, reading assignments appropriate to course level and catalog description. Course materials should also be assessed for their appropriateness in relation to the current state of knowledge in the field. Lecturers may provide additional materials, such as customized texts, handouts, software, and other relevant information. Credit should also be given to faculty whose courses are structured in ways that cultivate curiosity, creativity, and critical acumen in their students.

2. **Development of new courses or instructional programs**: Evaluation will include the effective development and execution of new courses, significant involvement in the development of new instructional programs, and the use of new instructional techniques and practices, if these are part of the responsibilities of the faculty member.

3. **Teaching portfolios**

4. **Student evaluations**: The review will include student evaluation scores, in the context of the range of scores for specific courses and for similar level courses (i.e., 1000, 2000, etc.) both within the Department of Political Science and within the disciplinary area. The information
will also include other important variables, such as class size, whether the course is required or an elective, the response rate on the evaluations, and number of students enrolled in the course. In general, evaluations are indicators of student perceptions. The evaluations will be judged in the context of other information and should not be the sole basis for evaluating instructional effectiveness or for making fine-grained distinctions.

5. Direction of undergraduate students: The extent and quality of faculty efforts in the direction of undergraduate independent studies, practica, honors theses, performances, and recitals will be considered. The effectiveness of these efforts will be judged by such outcomes as student success in acceptance to graduate or professional schools, scores on national examinations, and special awards or achievements.

6. Additional methods: Lecturers may utilize additional assessment methods. Among the alternatives that might be utilized are more extensive teaching portfolios than the type described above, peer review, mentoring of junior faculty by accomplished senior faculty, and teaching “pairs” (where each faculty member provides feedback to the other).

b. Service: Contributions in the area of service include high-quality instructional service, assistance to colleagues, contributions to the department, college, or university, professional service, and community and public service. Service for lecturers is dependent on the mission as defined by the Department of Political Science, but it is generally at the departmental or college level.

c. Role within the department: Since needs of the Department of Political Science often change, the role of the lecturers also may change. For example, if student enrollments shift, the College or Department of Political Science may need to offer more sections of a course, or fewer. The review will include the role of the lecturer within the context of the mission of the Department of Political Science and the ability of the lecturer to effectively fulfill changing needs of the Department.

d. Professional development activities: Professional development activities (e.g. publications of their research and scholarship, creative activities, performances, exhibitions, conference attendance and presentations, grants applied for and/or funded, collaborations) as they bear on the lecturer’s knowledge.

B.3. Ratings.
The third-year and fifth-year reviews will employ the following categories for the evaluation of instruction: outstanding (6), excellent (5), very good (4), good (3), fair (2), poor (1). The College considers an evaluation of at least excellent in instruction to be necessary for reappointment following the fifth-year review and for promotion to senior lecturer. In addition, the faculty member must perform high-quality service within his/her specified workload in order to be considered for reappointment following the fifth-year review and for promotion to senior lecturer.

C. Third-Year Review of Lecturers
The third-year review is to provide a cumulative analysis of the quality and extent of instructional and service contributions. Lecturers in their third year will provide all required materials to the Chair of the Department of Political Science by the fourth week of the spring semester. The Chair will provide this material to a departmental lecturer review committee composed of the Promotion and Tenure Committee and senior lecturers within the Department. This committee will use the guidelines approved by the College and Department to provide a written assessment of effectiveness in instruction and service to the Chair by the tenth week of the spring semester. The Chair will provide a written assessment of the lecturer’s effectiveness in instruction and service, as well as an assessment of the departmental need for this position. The Chair will forward all materials, the committee report, and his/her comments to the Dean's
Office by the thirteenth week of the spring semester. The Dean’s Office will evaluate the material and provide to the lecturer its decision regarding reappointment by the date designated by the Board of Regents for contract renewal.

D. Fifth-Year Review of Lecturers with Promotion to Senior Lecturer
The fifth-year review is to provide a cumulative analysis towards identifying lecturers who have a sustained record of excellence in instruction and high-quality service. Lecturers in their fifth year will provide all required materials to the Chair by the fourth week of the spring semester. The Chair will provide the departmental lecturer review committee with this material by the sixth week of the spring semester. This committee will consist of senior lecturers and members of the Promotion and Tenure Committee of Political Science. The review committee may operate through subcommittees that initially review and evaluate each candidate's credentials. The committee as a whole must make the final recommendation. This committee will use appropriate manuals to provide a written assessment of effectiveness in instruction and service to the Chair by the tenth week of the spring semester. The Chair will provide a written assessment of the lecturer’s effectiveness in instruction and service, as well as an assessment of the departmental need for this position. The Chair will forward all materials, the committee report, and his/her comments to the Dean's Office by the thirteenth week of the spring semester.

A College Lecturer Review Committee will then review these materials and make a recommendation to the Dean. This committee will be composed of at least five tenured faculty and senior lecturers. These must include one from each of the departments with a lecturer under review in the current year, and at least one from each of the four areas of the College (Natural and Computational Sciences, Social and Behavioral Sciences, Humanities, and Fine Arts). College faculty will elect committee members. This committee will write a letter of assessment to be submitted to the Dean’s Office by June 15. The Dean’s Office will evaluate the material and provide to the lecturer its decision regarding reappointment by the date designated by the Board of Regents for contract renewal.

E. Department of Political Science: Review and Ratings
a. Review
   The Department’s Committee on Promotion and Tenure shall constitute the Lecturer Review Committee for three-year and five-year reviews; senior lecturers in the department will also be included as part of the committee for these reviews. The committee may recommend continuation of lecturers at the three-year review if they demonstrate strong promise of achieving an excellent rating in instruction and of performing high quality service. For a recommendation of promotion in the five-year review, the committee must find an excellent rating in instruction and the achievement of high quality service.

b. Ratings in Instruction:
   To achieve the required evaluation of excellent in instruction, lecturers must:
   - Achieve at least a 4.0 average score on all criteria found in student evaluations. Lecturers should have scores or other evidence that indicate they are one of the better instructors to have taught the courses assigned.
   - Have classes that successfully implement the university’s general education and the department’s learning goals. Evidence of this implementation should be clearly evident in the syllabi and examinations. Evidence of accomplishment of the outcome goals is recommended.
• Have classes that successfully stimulate critical review and analytical thinking. Effective utilization of WebCT and peer review is one way of achieving this goal, especially in large sections.
• Provide evidence of strong commitment to and considerable success in instruction and its improvement on a personal level and on a departmental level within the parameters of the role assigned to her/him by the department. Those actions that lead to personal development or departmental improvement in instruction reflect on commitment. Substantive content in courses, implementation, and the learning achieved reflect on success.

To achieve the rating of outstanding, lecturers should be within the upper five percent of the faculty in regard to the above criteria. In achieving such status, lecturers should usually be able to point not only to their far above average success within the classroom, but also to external recognition of their success or their knowledge of instruction.

To achieve the rating of very good, lecturers must be at least average, in comparison to other faculty teaching the courses taught by the lecturers, in terms of quality of instruction. Lecturers should also demonstrate moderate success in regard to the standards above, taking into consideration the role assigned to lecturers.

To achieve the rating of good, lecturers must be close to average, in comparison to other faculty teaching the courses taught by the lecturers, in terms of quality of instruction. Lecturers should also have some success in regard to the above standards, taking into consideration the role assigned to lecturers.

b. Ratings in Service:
To achieve promotion to senior lecturer, faculty must demonstrate high quality service. Service involves a range of activities designed to accomplish the mission of the department. High quality service requires a professional approach to such duties and dedication to the accomplishment of the mission of the department and university. Therefore, in performing high quality service, lecturers should:
• Provide academic advisement to students in a professional manner.
• Perform committee work within the department in a professional manner.
• Assist colleagues in providing the services of the department.
• Support in attendance and participation departmental seminars.
• Supervise internships in a manner to ensure that students apply classroom knowledge to the work environment.
• Support the academic environment within the department. For example, this may include working with student groups, seeking instructional grants, development of curriculum, planning seminars, and supervising individual instruction.
• Support of the academic mission outside of the department. For example, this may include attendance at college meetings, participation on college committees, and presentations to community, media, governmental or professional organizations.
II. Instruction

WORKLOAD POLICY
Teaching workload depends upon whether the faculty member is on a teaching or research track. Faculty members seeking promotion should be on a research track as research is an essential ingredient in gaining promotion. For further information on teaching workload, see “Workload Policy” under A&S policies at the website of the College of Arts and Sciences http://www.cas.gsu.edu/files/policies/files/workload.doc.

COURSE SYLLABI
All faculty of the Department shall provide a copy of the course syllabus to each student in their classes at the first class meeting of the new semester. Also, a copy of each syllabus shall be provided to the business manager no later than the end of the first week of class.

Course syllabi should contain the following information:
1. Complete course title and number; name of professor; term, year;

2. Statement of faculty member’s accessibility to students outside of class (e.g., office hours, office telephone number);

3. Prerequisites (if any) for the course;

4. Course objectives that specify measurable and/or observable student learning outcomes. These learning outcomes should state course objectives in language that makes explicit the knowledge and skills students should have after completing the course. Consequently, these objectives may be quantitative or qualitative, as appropriate for the learning outcomes. The learning outcomes for general education courses are available at http://education.gsu.edu/ctl/outcomes/General_Education_Goals_2-04.htm, as approved by the GSU Senate 2/13/04.

5. Course assignments (e.g., required readings and activities) and due dates;

6. Specific course requirements (e.g., written and oral tests and reports, research papers; performances). In cross-listed undergraduate and graduate classes, the course requirements will specify any projects and/or other activities required specifically of graduate students taking the course and the criteria by which student work will be judged that differentiate graduate-level from undergraduate-level work;

7. Grading policy: how the final grade is to be determined with respect to the weights assigned to various course requirements;

8. Attendance policy (see current University general Catalog for University guidelines). Syllabi should state specific requirements for attendance including requirements for the frequency and kind of participation by designated channels;

9. List of text(s) or other required course materials;

10. Make-up examination policy;

11. Reference to policy on services for students with disabilities;
12. Last day to withdraw and receive the grade of W;

13. Statement regarding Incompletes and Hardship Withdrawals (See University Catalog)

14. All syllabi should include the following statement: “The course syllabus provides a general plan for the course; deviations may be necessary.”

15. All syllabi should refer to the Policy on Academic Honesty http://www2.gsu.edu/~wwwdos/codeofconduct_conpol.html.

Please note:
*Involuntary withdrawals. Instructors must, on [set date each semester]
  1. give a WF to all those students who are on their rolls but no longer taking the class and
  2. report the last day the student attended or turned in an assignment.
Students who are involuntarily withdrawn may petition the department Chair for reinstatement into their classes.

*By University policy and to respect the confidentiality of all students, final grades may not be posted or given out over the phone.

* Hardship Withdrawals: Hardship withdrawals may be granted to students who experience non-academic emergencies beyond the mid-point of the semester, which interfere or prevent the completion of their coursework. Typically, hardships (non-academic emergencies) tend to fall into one of three categories: medical, personal, and financial. In the 2003-04 academic year, two-thirds of the granted hardships were medical in nature. Partial hardship withdrawals are rarely granted unless there is a compelling reason for such requests. If you are requesting a partial hardship withdrawal, you must clearly outline and explain how and/or why your non-academic emergency impacted only a portion of your studies. The Office of the Dean of Students and/or the Hardship Withdrawal Appeals Committee are very selective in granting partial hardship withdrawals. The hardship withdrawal process is not the appropriate venue to resolve or petition academic matters. Such concerns must be addressed in your respective department, school, or college. In addition, the hardship withdrawal process is not an alternative means to drop classes after the mid-point, to remove unwanted grades, or preclude resulting academic/financial aid actions (warning, probation, exclusion, etc.)

ADVISING
Undergraduate. All degree-seeking undergraduate students should declare a major before the beginning of their sophomore year. All students intending to major in Political Science will first declare the major at the Office of Academic Assistance (724 General Classroom Building) and then seek regular assistance from that office regarding evaluation of transfer work, assistance with course selection and schedule revision, advisement concerning university policies and regulations, evaluation of degree requirements for graduation, and preparation of graduation audits.

Additionally, all Political Science majors will be assigned a Political Science faculty advisor upon declaring the major. All tenured, tenure-track and full-time nontenure-track faculty shall act as advisors to undergraduate majors. The Director of Undergraduate Studies, in consultation with the Undergraduate Committee and Chair, shall make the assignments, and the assignments shall be, where possible, in
accordance with the teaching and research interests of the faculty. Pre-law students shall ideally be assigned to the public law faculty. Students concentrating in international affairs shall be assigned to the International Relations and Comparative Politics faculty and those students seeking the degree in General Political Science shall be assigned to faculty who teach and research in American Politics and Political Theory. Current advising assignments will be forwarded to the person responsible for advising Political Science majors in the College of Arts and Science’s Office of Academic Assistance.

Prior to the opening of registration for upcoming Fall and Spring semesters of each academic year, faculty advisors shall formally advise the students assigned to him or her by posting a sign-up sheet outside the respective office of the faculty member for fifteen-minute advisement sessions. Such advisement sessions shall include, but not be limited to, course selection and graduation requirements.

Advisees can seek additional assistance throughout the semester during the faculty member’s regularly scheduled office hours (or by appointment at the faculty member’s discretion). Students should not, however, come to the department without appointment for advisement outside the Faculty Advisor’s office hours and/or the open advisement week and expect advisement.

Five members of the Undergraduate Committee—normally representing the five fields of the discipline—will serve as Undergraduate Advising Coordinators to facilitate the advising process.

Graduate. Graduate students are advised by the Graduate Director each semester to ensure they are meeting the requirements of the program. They may also be assigned a faculty advisor after their first semester to help them plan their substantive program. A faculty advisor chairs dissertation and thesis committees.

OFFICE HOURS
Each faculty member is expected to hold regular office hours. Each faculty member should have three hours during each week devoted to being in the office for student conferences. Office hours each semester should be posted, given to the staff, and included in course syllabi.

GRADE CHANGES, ADDITIONS, DROPS, WITHDRAWALS
Instructions for e-mails making changes:
1. Subject line: Student name, SSN, Add, Drop, Withdraw or Grade Change.
2. Course subject, number, CRN, Semester/Year - ex. Pols 1101, CRN 12345 SP 06.
3. Brief reason for add, drop, withdrawal or grade change.
4. If withdrawal, estimated last date of attendance.
5. If withdrawal, assigned Grade of W or WF (WF grade will automatically be assigned if withdrawal date is past the midpoint).
6. If dropping a class, say “never attended.”

Example e-mail:
TO: Pols Reg Approve
SUBJECT: Jane Doe, #123-45-6789, Withdrawal
MESSAGE: Withdraw Jane Doe from Pols 1101, CRN 12345, SP 06, last date attended 2/12/06 Grade W
Please note: If a student never attended the class, please have the message say “DROP from class”…do not say “withdraw.”

**GRADUATE ASSISTANTS**
The Director of Graduate Studies shall survey the faculty each semester to determine faculty needs and preferences for graduate assistants. In making assignments, the DGS should consider the needs of the faculty members, the interests of the student, and the promise of productivity on the part of the faculty member as well as the potential on the part of the student.

On no occasion should a graduate assistant grade graduate work. The goal of the department is to require all GTAs with responsibility for teaching an undergraduate class to have a M.A. degree and to have taken a course in teaching at the college level (normally EPY 9000).

**DIRECTED READINGS OR RESEARCH**
At their discretion, faculty members may agree to give individual students a directed readings or research course. Often students at GSU will seek such courses to avoid scheduling problems rather than for academic advancement. Faculty members should be very selective in agreeing to offer such courses. When a faculty member agrees to offer a directed readings or independent study course, both the student and the faculty member must notify the business manager. Faculty should prepare a one-page syllabus for each course indicating requirements and grading system and dates for completion of requirements. A copy of the syllabus should be given to the business manager. Directed readings at the graduate level require approval of the Director of Graduate Studies and the submission of a syllabus by no later than the end of the first week of the semester.

**INSTRUCTIONAL EFFECTIVENESS and TEACHING PORTFOLIOS**
To facilitate the process of evaluating instructional effectiveness, faculty members shall annually compile teaching portfolios. Portfolios shall include numerical evaluations for all courses. In addition, faculty shall include in the portfolios more complete data, syllabi, exams, written student evaluations and other materials) from two courses per year-- one a specialty course and one more general course. In consultation with the Chair, faculty members shall vary the courses in the portfolio so that over a three-year period, it will contain a broad representation of the courses they have taught. It shall be the faculty member’s responsibility to have these portfolios ready for review early each January at a date set by the Chair. See College of Arts and Sciences policy on teaching effectiveness at [http://www.cas.gsu.edu/files/policies/files/TeachingEffectiveness.doc](http://www.cas.gsu.edu/files/policies/files/TeachingEffectiveness.doc).

**III. Offices, Equipment and Facilities**

**COPYING**
1. Copyrighted Material: Except for one copy, faculty members may not make copies of copyrighted material for the use of students on the departmental copier. Faculty should post readings on WEBCT or ERes.

2. Office: Each faculty member has a code to access the departmental copier. While frugality is encouraged, no limit currently exists on the use of the copier. Please do not share your code with any other person, except your graduate assistant. If you wish a student assistant to make copies, please inform the business manager and she will assist the student in accessing the copier.
3. Library: If you plan to use a copier in a GSU library, cards for using copiers are available from the business manager.

LASER PRINTER
The Department’s laser printer may be used by faculty members to print final drafts of manuscripts and other documents that require an especially polished appearance. The laser printer is not to be used for printing e-mail or rough drafts; in all such cases, individual faculty printers should be used.

TELEPHONES
1. Long Distance: To make a long distance call, the faculty member should dial 9-1, the area code and the number. If a faculty member makes a personal call, then he or she must reimburse the department. The Business Manager reviews all monthly phone bills, which indicate calls made from each number. While faculty members are encouraged to use the phone for business reasons, frugality is encouraged. The Chair should remind any faculty member making excessive use of the phones of the need for frugality. At any time the Chair may act immediately to protect the budget from excessive costs.

2. Assistance: The Department has to pay for assistance in obtaining a phone number from a phone company. If possible, use other sources.

OFFICE ROTATION POLICY
When an office becomes vacant, the selection of the next occupant will normally be determined by rank and years in rank. In the event of more than one person being eligible for the office, a lottery will be used. However, the Chair and the executive committee may override this rule if they believe that the office might be used in a manner more beneficial to the department.

IV. Faculty Recruitment

A. General Goals of the Recruitment Process
Decisions on faculty recruitment are among the most important that faculty are required to make. In the recruitment process, the department seeks to balance the following goals:

1) To identify and facilitate the appointment of highly qualified candidates to open faculty positions;

2) To promote openness and participation by all interested parties;

3) To promote consensus building in order to ensure that every newly appointed faculty member enjoys the maximum possible degree of departmental support; and

4) To foster dialogue and mutual understanding across fields in a discipline that is marked by ever increasing specialization.
B. Composition and Selection of Search Committees

1. At the earliest appropriate moment, the Department Chair will inform the faculty and graduate student body of any planned searches and will solicit interest in service on the search committee(s).

2. The Department Chair will create a search committee for each position. Each committee shall consist of at least five faculty members, as stipulated in the Georgia State University Faculty Handbook, and, ideally, will include at least one member from a different field and one non-voting graduate student member.

3. The Department Chair will designate a chair for each committee who should be, whenever possible, a tenured faculty member.

4. The Department chair will inform the faculty of the membership of each search committee.

C. Committee Responsibilities and Procedures

1. The search committee will assist the Department Chair with the preparation and placement of advertisements and announcements in the APSA and other appropriate personnel newsletters.

2. The search committee chair will arrange for a letter to be mailed to all applicants acknowledging receipt of their materials and thanking them for their interest in the position.

3. Candidate files are to be made accessible to all faculty members, who are invited to express their views about the candidates to the search committee. Meetings of the search committee should be announced and are open to all faculty members.

4. Following a review of candidate files and any initial screening that may be desirable to determine candidate availability and interest, the search committee will develop in consultation with the Department Chair a “long” list of promising candidates. The Department Chair will be responsible for submitting the list for EE/OA approval.

5. The search committee will recommend to the Department Chair the names of one or more (usually at least three) candidates from the list to be invited for on-campus visits.

6. With the help of the Department Chair and the Business Manager, the search committee chair will arrange all necessary appointments with the Dean’s office, faculty, and graduate students and publicize each candidate’s schedule to the faculty and graduate students. In addition to a research presentation, each visit should include ample opportunities for faculty and graduate students to meet with the candidate.

7. Following each candidate visit, the search committee chair will invite feedback from members of the faculty and graduate students. This feedback will be shared with the full search committee.

8. Prior to the committee’s formulation of a recommendation, the search committee chair will solicit the views of all faculty members with regard to all the candidates who have been interviewed up to that point. In addition, the search committee will hold a meeting at which all faculty members will be invited to express their views and to hear the views of the committee.
9. Based on its own assessments of the candidates as well as the input it has received from other 
faculty members and graduate students, the search committee will formulate a recommendation to 
be reported to the Department Chair in writing.

10. The search committee chair will arrange for applicants who are no longer being considered for 
the position to be so informed as soon as possible after the status of their candidacy has been 
determined. After the position has been filled, the search committee chair will ensure that special 
written notice is provided to candidates that were interviewed but not offered the position.

D. Departmental Action

1. The Department Chair will report the search committee’s recommendation to the faculty.

2. If the Department Chair feels it would be helpful, a meeting of the full faculty may be called to 
discuss the search committee’s recommendation and to seek the guidance of the full faculty.

3. The Department Chair will forward the search committee’s recommendation to the Dean of the 
College along with the Chair’s own response to the recommendation.

DEPARTMENT OF POLITICAL SCIENCE UNIT OUTCOMES ASSESSMENT PLAN

GRADUATE PROGRAM

Desired Learning Outcomes

A. Ph.D. Program
The Political Science Ph.D. program is designed to produce broadly educated and well-trained scholars and teachers. Our aim is to produce Ph.D.s who have the breadth and vision to grapple with large questions, to make original contributions to those questions, and the ability to communicate research results to students, their peers, and society at large. Thus, we strive to strike an appropriate balance between 1) exposure to theoretical models in political and social research, 2) sophisticated training in the methods and techniques of social science, 3) the development of expertise within a student's primary area of research and teaching, and 4) exposure to classroom teaching. More specifically, every GSU Ph.D. should be able to:

1. Demonstrate familiarity with the breadth and diversity of models, approaches, and intellectual traditions within that student's major sub-field of expertise.

2. Demonstrate competency in at least a second substantive area of political science.

3. Demonstrate a high level of competency in research skills appropriate to his or her research endeavors and a familiarity with a broad range of methodologies, including quantitative and qualitative approaches.

4. Demonstrate a full understanding of the research enterprise. This includes an ability to critique others' work and an ability to be a contributing scholar by producing original research.
5. Demonstrate an ability to teach courses in his or her primary field and sub-fields of the discipline.

**B. M.A. Program:**
Graduates with a M.A. degree should be able to:

1. Demonstrate research skills commensurate with their area of specialization.

2. Demonstrate knowledge of the research literature in their area of specialization.

3. Demonstrate ability to write a professional research report or thesis in their area of specialization indicating ability to formulate research questions, to synthesize such questions with appropriate literature, to utilize appropriate research methods to answer the question(s), and to analyze data so as to answer the question(s) and raise additional questions.

*Assessment Methods*

The Director of Graduate Studies (DGS) and the Graduate Program Committee shall review, on a yearly basis, a series of different indicators and benchmarks in order to assess the attainment learning outcomes. The DGS will make a yearly report with findings and recommendations to the Chair of the Department by the end of the spring semester. The first report will be due by end of spring semester 2005 using the measures of assessment listed below. In the report, the DGS and the committee may utilize other measures of success than those listed below.

**A. Doctoral Program**

- Based on the learning outcomes specified above for the doctoral program, the members of each doctoral dissertation committee will individually provide to the DGS a written assessment stating the degree to which the dissertation and its defense indicate success in achievement of these outcomes. The assessments should be provided to the DGS within a week of the oral defense.

- Based on the learning outcomes specified above for the doctoral program, the lead reader (as designated by the DGS) for each field or sub-field doctoral comprehensive committee shall write an assessment of the degree to which the answers provided by the students indicate success in achievement of the outcomes. The assessments shall be provided to the DGS at the time the evaluation of the exam is given to the DGS.

- Utilizing syllabi and data from student evaluations of graduate students teaching courses, the DGS shall assess the competence of doctoral graduate students in teaching courses.

**B. MA Program**

Based on the learning outcomes specified above for the M.A. program, the members of the M.A. thesis committee or of non-thesis paper will individually assess the achievement of the student in terms of the learning outcomes listed above. The members will provide their assessments to the DGS within one week of the defense of the thesis or paper.
UNDERGRADUATE PROGRAM

Learning Outcomes and Measures of Assessment

The Political Science undergraduate program serves multiple audiences, most notably departmental majors and those students who take political science courses to fulfill university requirements or out of general interest. Student learning objectives include:

A. Substantive Knowledge
   · Students should demonstrate understanding of structures and processes of American and Georgia government commensurate with performance of citizenship duties and an effective civil society. Specifically, students should have a fundamental knowledge of constitutionalism, federalism, separation of powers, civil liberties, and the electoral process.

   Assessment: Students should be able to pass exams involving these concepts. The Department will review syllabi and exams from Pols 1101 classes to ensure that students are being successfully taught these concepts in this required class that emphasizes these concepts.

   · Students should demonstrate recognition of the universality of politics in human experience and appreciation of political issues from a global perspective.

   Assessment: Students should be able to pass exams demonstrating the political nature of global issues. The Department will review syllabi and exams from POLS 2401, a required class in which this outcome is addressed, to ensure that the outcome is being addressed successfully.

B. Analytical Skills:
   · Students should demonstrate an understanding of the difference between normative and descriptive explanations of political behavior.

   · Students should demonstrate an ability to assess evidence using principles of logical analysis and be able to apply that evidence when making conclusions. This outcome includes the ability to recognize appropriate supporting evidence as well as assessing contrary evidence.

   Assessment: See assessment under Section C below.

C. Communication Skills:
   · Students should demonstrate an ability to write a paper or make an oral presentation with a clear thesis statement or question, support this statement or address this question in a logical manner, and draw logical conclusions from findings. In doing so, students should demonstrate organizational skills of presentation without distracting grammatical errors. In such communication, students should demonstrate the analytical skills in section B above.

   · Students should be able to demonstrate an ability to support their findings by citing relevant authorities. Students must not use the ideas of others without citation.
Assessment: The Department requires writing assignments in all upper division courses and encourages communication assignments in the lower division. In order to assess the achievement of students in regard to the goals of sections B and C, the Department will require students to present at the time of their senior audit their best paper written in a political science class. Such papers will be used by the Department to assess its success in achieving these outcomes.

D. Methodological Skills:

- Students should demonstrate basic knowledge of the use of social statistics.
- Students should demonstrate an ability to understand data reported in various forms.
- Students should demonstrate an ability to conduct research using traditional and new technological resources.
- Students should demonstrate an understanding of the scientific method, including the formulation of hypotheses and the role of independent, control and dependent variables.

Assessment: The teaching of methodological skills is the primary goal of Pols 3800, a required course for all majors. The Department will evaluate syllabi and tests used in this course to see that these skills are being addressed.

E. Implementation:

The Undergraduate Director and the Undergraduate committee will implement the assessment process outlined above on a yearly basis and provide a report of the findings, plus any recommendations, to the Chair of the Department by the end of spring semester and to the Faculty at the beginning of Fall Semester. In the process of its evaluation, the committee may utilize other measures of success than those cited above.
**Appendix B4**

**Current Faculty Roster with Hire Date Information**

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### Appendix B5

**Summary Table of B4**

**Average Annual Number of Faculty Members by Rank and Status**

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Appendix C1
Self-Study Narrative
Department of Political Science

A. Goals and Visions

A. 1. Role of the Department in the College and University

The Department of Political Science is central to the academic mission of the University to prepare students to “think critically, make ethical and informed choices, appreciate diverse cultures and ideas, become creative problem-solvers, and demonstrate responsible citizenship.”

First, the Department of Political Science is essential to the University’s mission of producing responsible citizens and the ideals of an open, democratic and global society. From its service course of Poli 101 (American Government) through its PhD program, the Department aims to produce good citizens who will contribute locally and globally as we enter the 21st century.

Second, the Department serves the University’s goals and the College’s mission of providing a well-rounded liberal arts education for students by emphasizing the crucial elements of critical thinking and writing, informed choice, and creative problem-solving in its teaching. The graduate program serves the University’s mission to provide opportunities to both traditional and non-traditional students in an urban research setting through its specialized concentrations in both the Master’s and PhD programs.

Third, the Department provides multicultural awareness and preparation to be members of the international community through its strengths in international and comparative politics, and through its multicultural faculty (one African-American, two Asian, one Russian). The Department serves the entire University through the offering of the Global Affairs (Poli 240) course which will be one of three choices to fulfill the global education requirement for all students.

A. 2. Goals and Achievements to Date

The Department is currently experiencing a radical transformation with an unprecedented change in faculty within a short time period. In the 1990-91 exercise of defining Goals and Objectives, the Department laid out a five-year faculty recruitment plan to expand from 10 to 18 full-time faculty (see Appendix 1). Reports from the Dean’s office in late 1996 indicate that we should have 19 full-time faculty to meet the Regent’s faculty/student ratio. We have made substantial progress in fulfilling our five-year faculty recruitment plan with the addition of five faculty slots since 1990 and therefore are closer to meeting our goals to serve our students with
quality teaching and improved faculty-student ratios. However, we are not yet there.

Our current strategies and goals reflect past and current resource restraints. In the lean
days of the department, in the mid-to-late 1980s, our faculty size had dropped to ten full-time
professors; we were forced to cover the basic necessities of an undergraduate and graduate
program, and could not afford to consider any overlap at all among faculty. It was therefore very
difficult to build specializations and create intellectual excitement in the department.

It has only been within the last three to four years, when we received greater support from
the dean’s office and were given administrative approval to replace departing faculty members,
and in the last two years to actually expand the department, that we have begun to recoup the
dynamism, morale, and productivity lost in the 1980s. We are now at 15 full-time faculty,
including the Chair -- the bare minimum to run a competitive PhD program (see Appendix 2).

Despite the severe constraints in faculty size and operational budgets, we have
accomplished a considerable amount. Since the PhD program was established in 1972, we have
graduated 17 PhDs and 76 M.A.s. Our graduate enrollments have nearly doubled since 1990,
and tripled since 1988. Within the last three years, we have graduated 8 PhDs, of which four
sought and received tenure-track academic jobs. In that same period, we graduated 28 Master
students. At the same time, this record had high costs: because we were seriously understaffed,
faculty bore a heavy burden in advising graduate students and directing theses and dissertations.

At the undergraduate level, our faculty have consistently received outstanding student
evaluations, despite being forced to teach large sections at the lower division level. Our majors
have been fairly steady in the last seven years, with a slight decline from 1994-96 (see Appendix
4). We believe this decline may reflect general demographic trends, as well as a general
alienation from politics in the country; however, the numbers do not include the substantial
number of majors in the BIS Law and Society Program, nor the BIS International Studies
Program, in both of which the Department plays the primary advising role.

With respect to service and outreach, the Department has compiled an impressive record,
bringing a great deal of attention to the university as a result of the local, national and
international media interviews of its faculty on topics such as campaigns and elections, and
national and international politics. Faculty have served the local, national and international
community in diverse roles, from providing expert testimony for state courts and the U.S.
Congress, to assisting democratic transitions abroad as international election monitors, to
providing advice on electoral campaigns.

Research productivity has perhaps been the weakest link, due in large part to the
understaffed faculty and heavy teaching load in the last decade. Nevertheless, in the last three
years, the faculty have produced 1 book, 3 edited volumes, 6 journal articles, 9 book chapters,
and 54 conference papers at professional meetings. Productivity improved in 1996 and is
expected to continue to improve significantly with the addition of our new faculty and the
With the recent expansion of our faculty, we are well on our way to reaching the broad goal of moving from a situation in which we stretched to cover the basic necessities of the teaching curriculum, to the relative luxury of creating intellectual niches and specialized, coherent research programs within the Department. We sought, and are beginning to achieve, the development of interactive research programs both among faculty and between faculty and graduate students.

A. 3. Vision for the Next Decade

Our vision for the next decade is to develop a nationally recognized faculty with a coherent set of specializations to offer a select graduate program and a quality undergraduate program. With the infusion of new faculty, we expect to increase the recognition of the department both regionally and nationally and to move to a new level of research and professional productivity. Our strategy to achieve this recognition is to continue our aim of creating new areas of synergy and intellectual interaction among faculty with interrelated, though not duplicative, interests and expertise. In particular, we have deliberately chosen to emphasize two areas: American Politics (especially institutions, behavior and public law) and Comparative and International Politics (especially political economy, foreign policy and democratization). Geographically, we want to emphasize the United States and the regions of Asia, Latin America and Europe, while still offering periodic courses on the Middle East, Africa, and Russia.

We have developed two research foci which transcend the subfields of political science and emphasize intersections and cross-fertilization among faculty in different subfields: Political Economy, and Democratic Theory and Process. These research foci reflect developments both in the field of political science, and in the world at large, as globalization means that economic relations increasingly dominate international affairs, and as democratic governments emerge as the dominant form of governance around the world. In our faculty hiring, we consciously strive to reinforce these two foci so that we can begin to develop collaborative and interactive research agendas. Although these focal points reflect areas of research, they simultaneously infuse our teaching curriculum. We aim to attract graduate students in these particular areas, and expect they will strengthen the concentrations we have established in the undergraduate and graduate curricula.

Research Foci

Political Economy. Political economy is the study of the interaction of political and economic forces. The investigation of this interaction ranges from inquiry into the effect of politics on economic relations at the national and global level, to the application of theoretical models of economics to political phenomenon and behavior. Our faculty is developing a particular expertise in international and comparative political economy, with a focus on the following
questions:

a) What are the effects of globalization on domestic economies and politics?
b) What are the political dynamics surrounding the expansion of market economies around the world?

In addition to these two fundamental questions, we expect that the addition of one or more public policy faculty will increase our expertise in political economy, particularly in the American and comparative contexts, as well as expand our expertise in public choice theory (the application of economic models to political behavior).

**Democratic Theory and Process.** The department has extraordinary strength in the study of democratic theory and process, which includes the fundamental questions about the meaning of democracy, the establishment of political rights, the consolidation of democratic institutions, and political behavior of parties and interest groups. This research focus emphasizes the following subquestions in which we have two or more faculty working:

a) How are countries establishing and consolidating new democracies around the world?
b) How is political culture established, and what are the effects of religion, ethnicity, race and ideas?
c) How are civil liberties and civil rights established and protected?
d) What is the effect of the media on elections?
e) How do the workings of state or provincial governments compare to national governments?
f) How do issues of leadership, character and the legitimacy of political power affect democratic governance?

The Department is working on a proposal to develop a Center for Democratic Studies to crystallize this second research focus and provide an institutional setting to enhance grant proposals, graduate research, and colloquia.

At the graduate level, our vision is to fill a much-needed niche in the Atlanta area and in the region for a strong terminal Master’s program, and a PhD program dedicated to training well-rounded teacher-scholars. Our goal for the PhD program is to have four-year colleges in the Southeast seeking our graduates for tenure-track positions within five years, and to place our graduates nationally in ten years. We believe that our niche in providing a quality PhD program to non-traditional students, many of them seeking a second career or a career advancement, will produce teacher-scholars with a broad training in the discipline attractive to four-year colleges. We have plans, outlined below, to enhance our preparation of PhD students through improved mentoring in teaching, more faculty-student research interaction, and augmented and targeted financial assistance.

Many PhD granting institutions are abolishing the terminal Master’s degree; yet there is
a strong demand in the Atlanta area for such a degree. We have developed a quality Master’s program, with 37 new students entering in 1995-96. Our aim is to provide a Master’s degree that can simultaneously prepare the student (particularly the non-traditional student) with the proper research foundation to successfully tackle the PhD, and serve as a terminal degree for professional advancement.

At the undergraduate level, our strategy is to offer students a choice of a general degree or a specialized degree. We aim to increase our majors by placing more full-time faculty in our 200-level courses, Introduction to Political Science and Global Affairs, and expanding our successful internship program. We also aim to create more excitement on campus about politics by developing our colloquia series and sponsoring student clubs.

There is an extraordinary student demand for pre-law preparation. We currently offer a pre-law concentration, but the competition from the BIS Law and Society program (currently with 57 majors) has limited its enrollment. With the semester conversion and convergence of the foreign language requirements, these two programs will become substantially similar, and we expect an increase in enrollment in the Political Science major with a concentration in pre-law. Similarly, there is a high student demand for an International Relations degree. With the lack of leadership and coherence in the BIS International Relations degree, and in response to the high student demand for International Relations, we developed in the early 1990s a second concentration in this area. This has proved extremely popular with the students.

At the lower division level, we have already plugged into the College and University level reexamination of the core curriculum in the context of semester conversion, and have worked to achieve the university’s goals of internationalizing education by developing Pols 240, Global Affairs. The expected enrollments in this course will require full utilization of the department’s resources in international relations.

A4. Changes in Goals and Objectives

The vision discussed above involves capitalizing on the changing face of the Department and deepening our current efforts, rather than changing goals and objectives. More than anything else, the expansion of personnel and financial resources in recent years makes more feasible the realization of our goals and allows us to be more ambitious than in the past decade. In particular, our current goals of becoming a nationally recognized faculty with specialization in the two research foci of Political Economy and Democratic Theory and Process, and of placing our PhD students in academic positions in four-year colleges throughout the Southeast, are achievable in the next five years if current levels of support are sustained and amplified as discussed below.

Our goals at the undergrad level include enlarging our pool of majors, creating a climate of excitement about politics on campus, and becoming the department on campus for pre-law majors and international studies majors. With the strategies outlined above, these goals as well are realizable in the next five years.
One area in which our goals may be modified is in our relationship with the new School of Policy Studies. One of the five subfields currently offered by the Political Science Department is Public Administration and Policy. In the past, we have cross-listed many graduate courses with the faculty of Public Administration, and they have served to fill a gap in our faculty in public administration -- offering graduate and undergraduate courses and advising theses and dissertations. Many of the Public Administration faculty presently have appointments on the graduate faculty of Political Science. We expect this relationship to continue.

Nevertheless, the new School of Policy Studies offers a number of exciting possibilities for collaboration and specialization. The PhD in Policy being explored with Georgia Tech will help to serve the needs of students that the Political Science Department is currently trying to help, but inadequately. Students who are looking for a Doctorate in Public Policy generally are seeking a more applied degree than the PhD in Political Science. Thus, we would expect that in the future, some of our PhD students would move to the new School for their training. At the same time, we envision developing our own offerings in policy process, policy analysis, and program implementation. We plan to do this through the new joint appointments with the School of Policy Studies, which will be at a much higher level of coordination and formalization than the existing graduate faculty appointments with the Public Administration, as well as through new appointments on the faculty. Public policy is an important subfield of Political Science in which we have been weak, but which should not be ignored. Close collaboration between the Political Science Department and the School of Policy Studies will be mutually beneficial as we complement each other's expertise and offerings.

We further envision collaboration with the School of Policy Studies through research endeavors and the participation of our faculty and graduate students in joint projects. Before the creation of the School, we already had several faculty participating in projects of the Policy Research Center, and we envision that type of collaboration to increase in the future.

We will monitor progress on all of our goals through the normal means, including: a) number of majors; b) placements of graduate students; c) faculty publications; d) faculty invitations to participate in national and international academic and policy projects.

A. 5. Factors Helping and Hindering

The biggest obstacles to achieving our goals in the past have been shrinking faculty size, inadequate graduate student stipends, and insufficient operating budgets. We now have expansion, rather than contraction, in two of the three: faculty and operating budget. We are working on the third: graduate student stipends.

Additional helpful factors include strong leadership by the current chairman, an extraordinarily collegial faculty which has greatly helped our recruitment efforts, and an excellent, though overworked, administrative staff.
B. THE QUALITY OF THE PROGRAM

Because of the University's location adjacent to the State Capitol, the Federal Reserve Board and Federal Court, the State Courts, Fulton County Government and City Hall, the Department of Political Science is a natural site for the study of politics and public policy in the South. In addition, the fact that Atlanta is an increasingly important center for international trade and commerce, dictates that the University provide its students with a broad international perspective as part of a complete education. In the future, the Department aims to enhance its existing relationships with state and local government through its internship program and to expand into other areas of cooperation with local, state, and national governments.

B1a. Undergraduate Curriculum

The Department of Political Science is committed to training our undergraduate majors to be alert, informed, and effective citizens. In addition, the Department is committed to grounding our students in the methodology of social science and techniques of social governance. This curriculum is coordinated with the College of Arts and Sciences' overall commitment to providing students with a broad liberal arts education. In addition, we intend to prepare our students for the practical and professional application of their course of study. Thus, our undergraduate majors are encouraged to take a variety of courses that are cross-listed with other departments, to study abroad, and to serve as interns for credit, particularly through our Legislative Internship Program at the State Capitol.

The Political Science Department offers courses in most major subfields of the discipline. There are five major subfields of Political Science as defined by the Department: international relations, political theory, American politics, public administration, and comparative politics. In order to ensure that students get a broad exposure to these various subfields of political science, the Department requires that in the course of an undergraduate major, students take courses from at least three of the five subfields of the discipline. In addition to the Departmental distribution requirement, all political science majors are required to take an introduction to political science methodology (Pols 301) as well as a survey course in political science (Pols 201) or an introduction to global affairs (Pols 240). Furthermore, it is a departmental requirement that there be a substantial writing assignment in every upper division political science course.

Pursuant to state legislative requirements, all students enrolled at a University System of Georgia college are required to take at least one course in American and State politics (Pols 101). In regard to Pols 101, the Department is striving to improve the quality of instruction by reducing the number of graduate students and part-time faculty in the classroom and replacing them with full-time faculty teaching larger sections. Since we still must rely on GTAs and PTIs to meet the large demand for Pols 101, however, the Department has required that graduate students act for at least one quarter as Graduate Learning Assistants (GLA), under the supervision of a tenure track faculty member, before they are permitted to teach their own sections of Pols 101. GLA’s attend class, assist in grading, and conduct discussion and review sections during the course of
the quarter.

In the last ten years the Department has shown significant growth in its majors and credit hours taught, particularly at the lower division and the graduate levels (see Appendix 4). Part of this increase can be attributed to the growth of the University as a whole. Nevertheless, we take part of this growth to be an indication that there is a market for our efforts to provide a comprehensive and applied understanding of political science. Also, the low points in 1988-1990 in credit-hours taught reflect the shortage of faculty; while the recouping and expansion of graduate hours beginning in 1991 corresponds to the Department’s growth period in size of the faculty.

As good as our results were in terms of credit hours taught, they were better still than most other departments in the College (in percentage terms). In the future we plan to expand upon this success by further adapting to the anticipated needs of our students and changes in our discipline. Specifically, for students outside the major we will offer more 300 Level courses that do not have other Political Science prerequisites (except for POLSC 101).

Nevertheless, we note a dip in 1996 in both upper division credit hours and undergraduate majors. It is too early to tell if this constitutes a trend, or simply a fluke in the quarters measured for that year. We will monitor these numbers closely, but we are also taking proactive measures to enhance the attractiveness of our major, as discussed below.

We have taken advantage of the semester conversion to restructure our undergraduate program in three important ways. First, in anticipating a continuing growth in demand for instruction in International Relations (and in recognition of the call for a more global oriented education in the Strategic Plan), the Department has restructured the undergraduate program to include a 200 level introduction to global affairs (Pols 240). Pols 240 will be one of the choices available under Area "E" - courses required for all university students in world history and politics.

Students who then decide to focus on International Relations or Comparative Politics will be required to take a 300 Level International Relations Theory course and a Comparative Politics survey course before or concurrent with their attendance in other upper-division IR and Comparative courses. In the future, we will want to encourage more undergraduate students specializing in International Relations to spend at least part of their time studying abroad. Because of the typical profile of the Georgia State student and because of the expense involved in studying abroad, we will want to encourage (and inform) the students to take advantage of existing University funds available to help finance study abroad.

Second, the Department also plans to encourage more double majors in the new semester system environment. Not only will this be done by cross-listing classes with other departments but also we plan to allow a limited number of classes to be double counted for the purposes of completing a second major. We anticipate that double majors in Political Science and
Economics, Political Science and International Business, and Political Science and Communications will be particularly popular. We believe that in the context of shrinking governments and the general anti-political rhetoric dominant in current political debates that students will want to combine their political science degrees with some other discipline that not only adds to their breadth of knowledge but also contributes to their attractiveness on the job market. We have seen this borne out by our students who have successfully landed jobs in international business, political journalism, state government, and non-profit organizations. We also hope that the active encouragement of double majors will provide an incentive for minors to expand their programs in political science.

Finally, we expect our Pre-Law concentration to expand because the elimination of the foreign language requirement erases the distinction between our program and the BIS (Bachelor of Interdisciplinary Studies) Law and Society Program. We await the results of this change. A substantial increase in pre-law concentrators may influence our future staffing needs.

B1b. Graduate Curriculum

Until the opening of the University Village and resulting large freshman class, the graduate program was the fastest growing part of the Department's responsibility (see appendix 4). (Credit hours in Polis 101 are now the fast growing departmental offering.) The Graduate Program in political science at Georgia State University is somewhat unique in its emphasis on a terminal Master's degree. To be frank, we have been somewhat surprised by the relatively heavy demand for admissions to the Master's as opposed to the PhD program. Roughly 3 in every 4 applications for graduate study in political science is for entry into our Master's program.

In interviewing our graduate students it becomes clear why our program is skewed in this direction. Very few of our graduate students are intent upon becoming professional political scientists. More often than not, our students are using their graduate degrees as a way to enhance their professional stature - in fields in which they are already employed. Thus, many of our graduate students are already journalists, campaign activists, bureaucrats, teachers (at the secondary level) and employed in business. In addition, a not so minor attraction of our program is the fact that we offer most of our graduate courses at night which accommodates the needs of part time students. Nevertheless, a good number of our Master's students been accepted to PhD programs in such schools Georgetown, Boston College, Virginia, Minnesota, Boston University, North Carolina, University of Kentucky, Louisiana State University, Southern California, and Emory University.

In recognition of this demand niche, the Department has developed a dual track Master's Degree program. For those students who are intent on using their Master's Degree as a career enhancement, we recommend a "non-thesis" option. The non-thesis option requires ten hours more course work (than the Thesis Option), a written exam, and a capstone research paper reviewed and approved by a committee of two graduate faculty members. Roughly eighty percent of our Master's students choose the non-thesis option. For those candidates for the
Master's degree who are intent (or are considering) pursuit of a PhD, we recommend the Thesis option. The Thesis option is a fairly standard Master's degree program requiring as a final product a major research project with an oral defense supervised by a committee of three graduate faculty members.

The Department also offers Master's degrees with a specialization in Electoral Politics and International Relations. These degrees are offered in recognition of two particularly intense areas of demand within the Departments professional Master's Degree program. Many of the area's campaign strategists (and candidates) come to Georgia State University to sharpen their skills. In the future, the Department proposes to offer a Master's degree in Professional Politics that will subsume the Electoral Politics M.A. and will include polling and survey research, campaign management as well as legislative process and structure, bureaucratic politics, and policy analysis. This program could be coordinated with the new School of Policy Studies at GSU.

The International Relations M.A. concentration is especially attractive to students because the University does not offer a separate degree in International Studies. In addition, many foreign diplomats and foreign students come to Georgia State to broaden their international relations training in order to teach or enhance their careers abroad.

The coursework of the PhD program is designed to give the student a strong grounding in the methodology and philosophy of social science. We also expect students to be fairly widely read. In recognition of the fact that most of our students will compete for jobs both in and out of academia that require a relatively broad background in political science, we require our students to take PhD exams in three different fields of political science. Recently we also allowed students to supplant one of the three broad areas for testing with a subfield specialization for which there are at least two qualified members of the graduate faculty (at least one of whom is in the Department of Political Science). In addition, we recently augmented our written comprehensive examination process by requiring two readers, rather than one, in each of the three fields required for a written comprehensive examination. Furthermore, students must now pass the comprehensive exam before scheduling the required oral exam.

Currently, the academic market for our PhD's is mostly limited to regional four year colleges. Nevertheless, there is a demand for our PhD graduates. In the last three years, we awarded 8 PhD's (17 since the inception of the program in 1972), 4 of whom were offered full time, tenure track academic positions both in Georgia as well as such far-flungs places as Guam and Jordan. The others either through choice or necessity have chosen careers outside academia. For the future, the Department hopes to become more competitive in the academic job market outside the region. Ultimately, in the long run, we hope that our very best graduates will be able to obtain placements at graduate, research institutions. In order to meet that goal we have hired new faculty who, themselves, are skillful researchers and have augmented the curriculum to stress research and methodological skills.
In order to encourage the development of research skills, and to raise the profile of our graduate program, PhD students are encouraged to participate in national and regional conferences. At the Southern and Georgia Political Science Association Conventions there are particularly large contingents of graduate students from GSU. Limited funding is provided by the department to graduate students who travel to conferences for the purpose of presenting a paper. In addition, faculty have been encouraged to collaborate with graduate students in the process of publication. During the past three years, our graduate students have presented 42 papers at professional conferences with the direct or indirect assistance of faculty members. Additionally, during the same three year period our graduate students have participated as authors, co-authors or co-editors in the publication of 5 books, 11 chapters, 15 articles, and 2 book reviews. An additional 4 articles, 3 chapters, and 1 edited book are currently still under submission. (See appendix 6 for a list of these publications.)

The Department realizes that its PhD graduates are likely to obtain academic positions at colleges emphasizing teaching. We strive to give them significant teaching experience before they enter the job market, and we aim to improve our mentoring of this aspect of their preparation. Currently, students serve as GLAs (assisting professors in classes) before they are assigned as GTAs (having full responsibility for a course). However, a more formal mentoring and monitoring program is desirable to strengthen both the quality of the education we offer to our own undergraduates through employing GTAs, as well as the preparation of our graduates for the job market. Therefore, we plan to re-institute a graduate teaching seminar and to assign a faculty member to develop and mentor graduate students in instruction.

In the future, in order to further upgrade the PhD program, we would like to improve the financial awards granted to full-time graduate students of exceptional merit. We offer quarterly stipends of $1000 for GRA’s and $2000 for GTA’s. This is equivalent to $4000/year for Master’s students, and $8000/year for PhD students who are teaching for us. These amounts are far from adequate in comparison with other universities, and even in comparison with other GSU departments. Our goal is to raise PhD stipends to $10,000 to $12,000 /year.

Currently, our niche in the PhD market is our accessibility to non-traditional students who are in the process of making mid-career changes. While we have no intention of abandoning this niche, we would like to enhance our attractiveness to traditional, post-graduate PhD candidates. This will require some pooling of existing financial aid to create a financial aid package for full-time PhD students that is competitive with other graduate programs in the region.

B.2. Measuring Student Outcomes

We currently measure student outcomes at the undergraduate level by three measures: a) quarterly student evaluations; b) exit interviews for seniors with the Chair; and c) subsequent career or post-graduate academic choices. Our teaching evaluations are extremely high, with
most of our faculty consistently receiving effectiveness scores above 4.0. Exit interviews with the Chair indicate general satisfaction with the program, though perhaps a desire for a stronger writing program. We do not have a formal tracking system to monitor post-graduation activities of our students, but informal contacts indicate that a large number of students are successful in their applications for law schools, graduate programs in Political Science, and career choices in politics, government, and business. We plan to develop a more active alumni relationship and one part of this will be surveys to monitor our graduates’ activities after graduation.

At the graduate level, we measure student outcomes as follows: a) successful completion rates of comprehensive exams; b) graduation rates for Masters and PhD students; and c) job placements. On the first measure, we have improved in recent years as we have tightened our grading of graduate seminars to avoid the outcome we saw in the past of students passing their courses, but then failing their comprehensive exams. We have also moved from a single reader to two-faculty per exam so that there is both more breadth of preparation and more willingness for faculty to evaluate exams objectively, even when that means failing students. Finally, we have tightened our admissions criteria (see below) so that our graduate student body in general is improved.

On the second measure of graduation rates, from 1993-96 we admitted 96 new graduate students. During the same period, we graduated 36 PhD and M.A. students, indicating a 37% completion rate. Obviously, this does measure does not take into account the timelag for graduate students to finish, and the growth in our program; therefore, it probably underestimates the actual completion rate. Average time to complete the program is 2.5 years for M.A. students, and 5.5 years for PhD students — well within the national average, especially for working students.

On the third measure of job placements, we have done very well with our PhD placements. All four of our PhD graduates who sought a tenure-track position in the last three years obtained one in the Southeast. The other four PhD graduates maintained or changed their careers outside of academia. A number of our M.A. graduates go on to PhD programs, with the majority applying outside of GSU. We do not have a formal tracking method for our M.A. graduates, but this is one method that will be useful to develop to help us measure desired student outcomes.

B.4. Admissions Standards and Retainment of Students

Undergraduate - Undergraduate admissions policies follow those of the university: completion of high school or equivalent; a “B” average; and a suggested minimum of 400 on each section of the SAT or 21 on the English and 19 on the Math Sections of the ACT. Most of our majors are recruited through introductory courses (Pols 101, 201, 240) or are transfer students. Efforts to retain undergraduates include our student clubs, internship program, and speakers programs, discussed below under Climate of the Department.
Graduate - Admission to both the M.A. and PhD programs is based on the complete package of materials including the grade point average, the GRE scores, and the recommendation letters. For admission to the M.A. program, we expect successful applicants to have at least a 3.0 GPA and a combined score of 1500 on the verbal, quantitative and analytic sections of the GRE, and strong recommendations. Students falling below these levels must have compensating strengths in the remaining two areas to be considered. M.A. applicants should have at least a minor in political science or related social sciences, and political science majors are preferred.

For admission to the PhD program, an applicant must have an advanced degree in political science or a related field, such as an MPA or a JD. Preference is given to students coming from a program which produced an MA thesis. Combined GRE scores should be approximately 1650 on the verbal, quantitative and analytic sections, and above a 3.0 GPA, preferably a 3.3 or higher GPA, would be needed. Again, if an applicant falls beneath these levels, compensating strengths in the remaining two areas will be necessary for admission.

Graduate admission scores have been improving in recent years (see appendix 5.) After admission, the Department makes a concerted effort to retain our top students by providing graduate research assistantships or teaching assistantships, and by mentoring and advising. Each student is assigned a faculty advisor to monitor progress through the program and advise on courses and exam preparation. In addition, all PhD students who want to pursue an academic career are carefully mentored through assisting a professor in teaching a large section before being given a class of their own.

Another successful technique for retention and development has been the collaboration between faculty and graduate students in the area of scholarly papers and articles. These collaborative efforts enhance the student’s eduction, prepare them for the academic market, and incorporate them into the department. The department provides financial assistance to graduate students who will be presenting papers at professional meetings, either single-authored or collaborative work with professors.

B.4. Scholarly and Intellectual Climate of the Department

The Department is committed to providing an environment for learning that is conducive to student matriculation. At the Undergraduate level, the Department sponsors several awards, programs, and membership organizations intended to enhance student participation outside the classroom, stimulate and award academic excellence, and stimulate general awareness throughout the University community of the nature and impact of the field of political science. The Georgia State chapters of the Blue Key Honor Society and Pi Sigma Alpha (National Political Science Honor Society) are based in the Department of Political Science. The Pre-law club and the Georgia State Internship program are also based in the Department. In addition, the Department awards, on a quarterly basis, a prize to the best paper in political science and, on an annual basis, the James Madison prize to the best undergraduate student majoring in political
science. All of these activities help to foster a sense of community among undergraduates in our Department.

Nevertheless, we believe we could do more to generate excitement on campus about politics. We plan to expand our colloquia series to include presentations and debates by politicians and government representatives; we are considering starting a Political Science Club; and we plan to reach out to our alumni community. Alumni contacts are important to the department in terms of placement of new graduates and fundraising; therefore, we plan to form networks of alums for contact with new graduates, and to maintain the department's relationships with our alums through special speakers, faculty coffees, and other events.

At the graduate level the Department is trying to encourage more esprit among our graduate students and scholarly interaction between our graduate students and professors. Unfortunately, so many of our graduate students are part-time, it is difficult to maintain a cooperative learning environment among any particular cohort. Nevertheless, in the future, we hope to encourage better cohesion by increasing graduate student financial aid to such an extent that a greater percentage of students will be able to attend graduate school full time and participate in Department life during the daytime hours when most of the faculty is in residence. Currently, our graduate learning assistance program has begun to foster just the kind of graduate student cohesion that we are looking to enhance in the future.

Finally, there has been an increasing tendency of late towards faculty-student and faculty-faculty collaboration. We have already noted the enhancement in quality of our graduate student applicants (and acceptances). Better students make it easier (and, in fact, more advantageous to the faculty, themselves) for student-faculty collaboration. In addition, the increase in the size of our faculty has generated more creative overlaps which have already and fostered more extensive and fruitful collaborations (see appendix 6).

B.5. Diversity

The Department of Political Science is an equal opportunity employer and makes every effort to hire and retain faculty members of different ethnicity and gender. In the last four years, the Department has hired eight new faculty members at the Assistant Professor, tenure-track level. Of the new hires, one is African-American, two are Asian-Americans, and two are women. We are proud of our record in this regard but hope to do more in the future. We will continue to reach out in our hiring process to women and persons of color. Parenthetically, the Department's Graduate program has a large proportion of women and foreign students. In addition, the Department has instituted a junior faculty mentoring program which is designed to monitor and retain all new junior faculty members. The Department expects that this program will not only encourage and enhance retention (of all new hires including minorities and women) but will also encourage collaboration between junior and senior faculty.

We have actively striven to increase our African-American faculty, but have found it
quite difficult because there are few black PhD’s in Political Science. Similarly, in our own graduate program, we have attempted to reach out to students of color. In as much as GSU has a large minority student population at the undergraduate level, we believe that we can enhance our minority graduate student enrollment by recruiting our own undergraduates.

B.6. Comparisons

Appendix 8 compares our department with a sampling of other major public universities with whom we strive to be comparable: University of Georgia, University of Florida, University of Illinois-Chicago, Arizona State University, and Southern Illinois University. Clearly, our faculty size is the smallest. Likewise, our graduate stipends (which are weighted toward the low end of the range) are uncompetitive. If we want to be considered a second-ranking public university, we have a long way to go on these two measures.

C. Departmental Structures and the Achievement of Departmental Goals

C.1. Programmatic Foci and Enrollment Trends

The department concentrates on two broad areas of Political Science: American Government (especially political institutions and public law) and International/Comparative Politics (especially political economy, foreign policy and democratization). Toward this end, the department has concentrated its hiring decisions of the last three years in these two areas. Within these areas, the Department developed in the early 1990s curricula concentrations in Pre-Law, International Affairs/Comparative Politics, and Teacher Education at the undergraduate level, and Professional Politics and International Affairs at the Master’s level. In addition, the Department has identified the two research foci discussed in Section A which serve to integrate and interrelate the broad areas of concentration: Political Economy and Democratic Theory and Process. Finally, the Department continues to work toward establishing a Center for the Study of Democracy that would reflect the growing emphasis on democratic issues in our research, teaching and service activities.

Enrollment trends at the undergraduate level indicate strong interest in both substantive concentrations, with 33 majors in the pre-law concentration, 60 in the international/comparative concentration, and the remaining 150 (approx.) in the general degree program. These figures underestimate the demand in the two concentrations, however, because of the parallel programs in the BIS program. The Law and Society program has 57 students enrolled, all of whom are advised by Professor Thomas. We expect that with semester conversion and the equalization of the foreign language requirement, our majors in pre-law will increase, necessitating additional faculty help in pre-law courses.

Enrollments in the IR concentration have been high since its creation six years ago. The
Undergraduate Admissions office does not keep records of the number of students enrolled in the parallel BIS International Studies degree, so it is difficult to estimate the competition from that program. Nevertheless, Professor McCoy also continues to serve as one of the primary advisors for the BIS International Studies degree. Finally, the Department maintains an undergraduate concentration in Teacher Education with 10 students enrolled.

At the graduate level, the large majority of students are divided fairly equally between the general political science program and the specialized programs. Within the specialized programs, perhaps 60% are in the International Affairs/Comparative Politics specialization, and 40% in the Electoral Politics specialization. We expect these trends to continue. At the PhD level, students are examined in three fields, so it is difficult to specify areas; however, they are divided roughly equally between IR, Comparative, American Politics, and Public Administration fields, with relatively fewer students in Political Theory. This is to be expected since we have only one faculty member in Political Theory. At the PhD level, we expect that if a PhD in Policy is developed, that will draw from our PhDs in that field. However, we expect to compensate by developing a more theoretical field encompassing the process of policy-making, implementation, and evaluation.

C.2. Linkage between Instruction and Research

While the department expects undergraduate students to complete a writing assignment in 300 level courses, and a research paper in 400 level courses, the linkage between instruction and research is understandably strongest at the graduate level. Here we encourage both our M.A. and PhD students to write papers that are heavily oriented toward analysis and original research. The restructuring of our 801-803 sequence in preparation for the semester conversion will place even greater emphasis on the acquisition of appropriate research skills.

Additionally, a number of faculty members have been especially instrumental in assisting graduate students enrolled in their courses to develop their interests and papers into both significant conference papers and publications. In the past year alone, our graduate students have presented 32 papers at 9 national, regional, and local conferences. With the addition of our most recent faculty members and the prospect of hiring additional productive faculty in these areas, we anticipate the linkage to grow even stronger. However, such growth is likely to put tremendous strain on the limited resources the department has had to date to assist these graduate students in deferring the expenses associated with traveling to professional conferences. As a major research institution, we will have to find better ways of funding these activities if we intend to encourage them.

The Department has traditionally given individual faculty considerable flexibility in proposing specialized courses that would reflect and strengthen their own research endeavors. Nevertheless, the need to offer the basic graduate courses with a limited faculty has restricted the ability to offer the more specialized courses. With an expanding faculty, we aim to offer more
specialized courses that will both increase the range of course offerings to students, as well as enhance faculty research efforts.

C.3. Decision-making Structures

As befits a department that emphasizes Democratic Theory and Processes, our internal structures are intended to encourage consensus-building and the rewarding of merit. Thus, the principal elective structure is the Executive Committee, whose members hold office for one year. While the department hasn’t been consistent about it, at various times there have been serious efforts made to rotate these offices among the faculty and to ensure that both all fields and ranks within the department are regularly represented on the committee. In addition to its customary work of advising the Chair on all matters affecting the Department, this body also seeks to facilitate the scholarly development of young faculty by allocating summer research money to them.

Additionally, the Department has long-standing Graduate and Undergraduate Committees that address enrollment, admission and related issues. As has occurred with considerable frequency of late, the authorization to hire new faculty necessitates the formation of recruitment committees composed of faculty members in the relevant areas. Our decision-making about important issues is also assisted by having several faculty members who have been elected to positions on various College and University committees and who keep us informed on important issues. Additionally, the innovation of an annual departmental retreat has provided us with the opportunity to discuss relevant issues at much greater length than we have traditionally enjoyed.

Several changes to these structures have been suggested. One involves the addition of graduate students to certain committees (such as the Graduate and Recruitment Committees). Another concerns the extension of a formal mentoring program for the GTAs and GRAs. The Department also would like to expand the present arrangement in which GRAs work with senior faculty in preparing conference papers and articles.

The Department’s commitment to assisting junior faculty in preparation for tenure has, at the same time, taken a toll on the Associates. In addition to Summer Research money targetted to assistant professors, the Department gives a very light service and committee load to junior faculty. As a result, Associate professors bear the brunt of administrative, committee and service requirements within the Department and the University. Although the Department does not wish to change its commitment to junior faculty, we need to find ways to help Associates prepare for promotion to Full as well, particularly through increased Summer Research funding (currently limited to Assistants because the pot is so small).
C.4. Collaborative Relationships within the Department, within the University, and with External Units

Faculty members have developed a variety of collaborative relationships that help to strengthen the department:

a. Faculty members have developed their common interests to the point of coauthoring a large number of publications (see appendix 6). In some cases, these successful coauthorships have continued even after one or more of the faculty members have left the department. Some of the most recent collaborations within the department are a book and two chapters (Franklin and Baun), and two grant proposals (Franklin and Baun, Haynes and Nixon). Additionally, faculty members routinely collaborate in making special presentations on relevant political issues within the university, and have team-taught courses on the Vietnam War and Comparative Political Economy.

b. Political Science faculty and graduate students also work together closely. In the past year, eighteen scholarly works have been published or accepted for publication with faculty and graduate students as coauthors.

c. Our faculty members also maintain very productive relationships with other GSU faculty and programs. During the past three years, members of the Department have co-authored three chapters with other members of the GSU faculty (see appendix 6). For many years our faculty have regularly taught courses as part of the present Department of Public Administration and Urban Studies. Additionally, some of our faculty have developed coauthor relationships with PAUS faculty, write grant proposals with them, and regularly participate on each others respective committees. Members of our department also participate in the African-American (Calhoun-Brown) and Womens Studies (Fowlkes) programs. Additionally, members of the faculty are actively involved with non-major undergraduates through our service courses, Internship Program, as well as the Bachelor of Interdisciplinary Studies and Honors Programs.

In the School of Policy Studies, Professors McCoy and Franklin have participated in training projects, and McCoy has served as Senior Associate, developing a project to link GSU with Latin American governments and universities to investigate decentralization and democratization. In addition, McCoy developed and taught a team-taught course on International Development with an Economics Professor and a Sociology Professor. Professor Thomas participates in a research project in the Applied Research Center.

d. Political science faculty members regularly work with scholars in other universities. In the past three years, we have coauthored 18 publications with scholars outside GSU (see appendix 6).
e. The Department has had some collaboration with government agencies through participation of faculty in government sponsored applied grants and projects (McCoy with U.S. AID and election-monitoring, Franklin with the PRC's training program funded by U.S. AID). In addition, Binford has often served as expert witness for state agencies on redistricting electoral issues. The Department has not pursued, to date, external grants of a more applied nature, such as with U.S. AID or with other state and federal agencies, because of a desire to focus more on theoretical and empirical research. However, with the increasing scarcity of resources for political science research, the Department must weigh carefully the option of pursuing more applied projects (see discussion in Section D below).

D. Adequacy of Resources

D1. Faculty Size, Composition and Workload

The workload of the Department of Political Science grew dramatically in the last 10 years. Presently the individual workload is six courses per faculty member with released time for service, research, administration and large classes. As a result of the significant increase in student demand and the lack of a proportionate increase in faculty, we spend a good amount of time with too few faculty members to meet this growth. This is especially true in the areas of International Relations/Comparative Politics and Public Law where most of the student increase took place. The latest comparative information from the Dean's office presented at the Arts and Sciences faculty meeting, 1-30-97, show that Political Science falls within that category of departments that, as stated by the Dean, "would have an easier time justifying additional faculty positions."

Our faculty grew from 10 in 1988 to 14.5 in 1996. This included increases of 3 positions in International/Comparative, but no increases in Public Law. Last year was a productive hiring year with 4 new faculty, all at the junior level. This was a net gain of 2 new positions. The number of hours taught by Political Science remains in the highest echelons of the departments in Arts and Sciences. This is true at the lower division, upper division and graduate levels. Although the Regent's formula uses a weighted formula with lower division courses (where we have our greatest numbers) being less in the formula, we are still 4.5 faculty below the staffing recommended by the Regent's formula. We also are the top department in Arts and Sciences in terms of student teaching productivity per faculty member (see Appendix 7).

The department must still rely on part time instructors (PTI) and graduate teaching assistants (GRA) to meet the demand for lower division courses. We would like to decrease this use, especially with respect to PTI, but our present full time teaching requirement requires a larger student teacher ratio than is desirable. Large classes detract
from the opportunities to develop student writing and oral communication skills, one of our important goals. Large classes also require more effort and take full time faculty away from the research that is necessary to maintain the standards required for promotion and tenure and post tenure review. So far we keep pace with the substantial growth in the lower division student population by developing good PTI and GTA support. However this detracts from student contact with senior faculty. We also make wise use of the one non tenure track member of our department and the use of graduate students as graduate learning assistants (GLA). The use of graduate students as GLA and GTA is educationally defensible through the teaching experience it provides graduate students when they seek academic placement.

As the Department moves toward the millennium, specific needs for faculty positions are becoming apparent. There is a special need for a Public Law specialist since the student population is too large for our two present Public Law scholars and both of these are close to retirement. We also need to hire a specialist in State and Local Politics and in Public Policy.

In our future hiring we need to attempt to bring in at least one full professor. At present the only full professor in the department is the Chair. Our credibility would be strengthened with the addition of an internationally known scholar at this rank. We also have adopted a research funding formula that favors junior faculty at the expense of associate professors. The rationale is that junior faculty need the time, especially in the summer quarter, to prepare for tenure. On the other hand, this can mean that associates do not have the time to prepare for promotion to full professor. This is especially true given the present high student/faculty ratio.

One of the things we do well is mentoring our junior faculty. We have always worked hard, providing summer funding, course releases and light committee work, so that junior faculty would be advantaged in the promotion and tenure process. However, the new mentoring program developed by our present Chair takes this to the next level. Each new assistant professor is assigned to an associate professor who helps them settle in and become professionally acclimated. It is working very well.

D2. Staff

The Department of Political Science employs two full time staff, a Business Manager I and an Administrative Assistant, a student assistant, and one temporary part time staff. There is a serious need for more staff assistance and we need to consider staff that could assist faculty in some of their professional duties. Presently our Business Manager, Jean Byrd, who is just a dissertation away from her doctorate, also provides good internship coordination and could possibly do more in this area. Staff could also help with prelaw and other advisement and with the writing of research grants. An academic professional who could run the internship program and do some routine advisory screening would be a tremendous asset. It is possible that a restructuring of how we think about staff in the age of computer literacy is in order. We also need a staff person who assists in raising money, scheduling events and coordinating the development
and writing of research proposals.

This raises the issue of whether we need to consider the creation of a system of incentives for staff development. As our staff learns more and become more professionally accomplished, should we develop a structure of rewards based on what they can contribute to the department? Financial reward and the development of a chance of professional advancement are interrelated needs. An increase in full time staff positions would advantage the development of our office.

D3. Departmental Resources

One of the consistent dilemmas in the department is the availability of the funding necessary to develop a core of full time students within our graduate population. Our graduate program is strong and getting stronger, but it lacks the fellowship that would exist if our better graduate students did not have to work to make ends meet. This inhibits the cultural environment of the graduate student body and also makes it tougher for our graduate students to keep on a steady academic track. We always will have a body of nontraditional working students in our program, but a core of traditional full time students would allow us more flexibility in the scheduling of graduate courses and the utilization of graduate students as assistants in our day courses.

There is a need to increase the amount of money that the department obtains through outside funding, especially research grants. This poses a dilemma because present teaching loads do not offer much time to develop the research proposals that pay off in strong grants. Help in the form of additional faculty would allow released time to write research proposals and assistance in the actual process of proposal writing is needed if we are to accomplish a move in this direction. A second issue results from the decrease in traditional political science research money; the department needs to struggle with the issue of whether we want to seek more applied grants.

Finally we need to maintain and possibly increase the present support for faculty to attend professional conferences. We also need to continue to develop money for graduate student travel to conferences to deliver papers because this is a tremendous asset in their professional development and placement. We have a significant amount of success placing our students on conference panels.

D4. Space and Facilities

The department is growing. Our GTA and PTI need space for office hours. There is insufficient space to adequately house our present needs, much less to grow. This is an area that needs attention. We are presently in need of rooms for new and/or additional faculty and to give better space to GTA and PTI. We also need more conference space for faculty and student meetings. There is little room for significant departmental clubs like the Prelaw Club and Pi Sigma Alpha as well as the general student population to create a sense of community. Our program would be greatly enhanced if we could develop such space.
We also need to work on the development of a general political science club to stimulate excitement about politics on the campus. Examples of the importance of community are the knowledge that gets passed from student to student about information like which law or graduate school to apply, discussion about the content of particular courses being offered, and what extracurricular activities are available. Another need in the department is a small computer laboratory to increase the development of community in the department. This would give students greater access to faculty so that they could confront intellectual problems when they develop. In the same respect, the department has worked to develop a common library space, but it is small and few know of its existence. It is a given that more office space, at a minimum, is necessary for us to grow.

D5. Extramural Support

It is in the area of extramural support that we need our greatest enhancement. We have a minimal amount of extramural funding although we have other forms of support, such as strong alumni and many well placed individuals in all areas of state government. We need to concentrate on obtaining more research money as well as develop a general fundraising program. A collaborative effort will be more successful in this endeavor than solitary efforts. We should work to increase the amount of collaboration in the department. The Chair is already developing a system of "brown bag lunches" to bring the department together. The more collegiality that develops, the more collaboration will likely exist. In no way should this inhibit the lone grantsman, but it is clear that group efforts are most likely to be funded. We also should seriously discuss the applied research approach because of the cutbacks in traditional research money. The Department of Political Science is a very appropriate place for applied research. An additional enhancement of research funding is the ability to direct more money to graduate students.
E. NEEDS ACCORDING TO STRENGTHS AND WEAKNESSES

Strengths

- Accelerating research productivity
- High quality teaching and student advising.
- Public service and outreach
- Philosophy of support for junior faculty
  -- New mentoring program
  -- Summer research funds for two years

Need: additional summer research funds to support junior faculty for 3 years.

- Internship program

Need: additional staff person to expand internship program.

- Good student life - Popular pre-law club; developing Pi Sigma Alpha and Blue Key Honor societies

Need: Speakers, general political science club, campus excitement about politics.

- Strong leadership
- Collegiality

Weaknesses

- Holes in the faculty and curriculum.

Need: Three new faculty, at least one at the senior level:
  -- State and Local Politics
  -- Public law
  -- Policy (current joint appointment recruitment underway)

- Imbalance in rank. We currently have only one Full Professor. Our philosophy of support to junior faculty implies a trade-off in that we have no resources left to support Associates in their efforts to move to Fulls.

Need: Hire at least one new faculty at senior level.
Need: Summer research support for Associates.

- Imbalance in teaching. Our philosophy of providing a quality education at all levels, leads us to rotate faculty through lower division courses rather than rely exclusively on PTIs or GTAs. This commitment requires teaching in large sections of up to 200 students. Recent research shows, according to student evaluations, that once a threshold of about 35 students is reached, further increasing class size above that does not reduce teaching effectiveness. Nevertheless, with more faculty we could obviously offer smaller sections and more writing assignments.

- Extramural grants. Pure research funds in Political Science have declined in the past decade. We have thus far resisted the temptation to move toward more applied grants and contracts because of our desire to focus on research-oriented effort and publication. However, the scarcity of external grants may require us to reconsider this position.

Need: College grant-writer.
Need: Endowed Chair for senior researcher.

- Underfunded graduate program.

Need: Endowment for graduate fellowship.
Need: Pool existing resources to better fund promising students.
Need: Special multi-year funding award for outstanding grad student.

Fundraising strategies for #4 and #5:
- Develop alumni networks (dinner/speaker series; faculty dog and pony shows)
- Advisory board

- Staffing.

Need: Upgrade current Business Manager I to Business Manager II.
Need: Additional senior staff person to coordinate intern program, develop alumni relations, and arrange logistics for speaker series.

- Space. We are running out of office space for our expanding faculty.

Need computer lab for students.
Need meeting room for clubs and seminars.
Need office space for PTIs and GTAs.
Need office space for new faculty.
I. Overview of the Department of Political Science and its role at GSU.

A. Organization:
The Department currently has 17.5 tenure track faculty members, most of whom are assistant professors. It has 2.5 non-tenure track faculty that includes an instructor and 1.5 visiting lecturers. The Department has about 300 majors and 80 active graduate students. In fall semester, 1999, it is teaching 1,835 students in the core curriculum courses of American Government (1,360) and Global Issues (475).

B. Foci:
The location of GSU, within blocks of state capitol, city hall, and county courthouse, and within an international, commercial city, provides a unique opportunity for the Department of Political Science. Location has helped shape the foci below:

1. National, Georgia and Atlanta government. The Department teaches a number of courses focusing on national, state and urban government. Of particular note, in response to a mandate of the Georgia General Assembly, the Department teaches the introductory course in American government, including an emphasis on Georgia government, in the core curriculum. Also, the Department supervises interns in the Georgia General Assembly for the Regents. Graduates of the Department are found in government throughout the state and city.

2. Pre-law. The Department supports preparation for a legal career and an understanding among all students of the American legal system with its pre-law curriculum, pre-law club, and a litigation team for intercollegiate competition. Its graduates are attorneys throughout the city and state.

3. International. The Department prepares GSU students for the global community through its curriculum in international law, international organizations, international political economy, international politics and security, regional specialization (Latin America, Africa, Europe, Asia, Middle East), and the Global Issues course taught as part of the core curriculum. Our faculty, students, and graduates are involved with the Carter Center, CARE, CDC, Southern Center for International Studies, CNN, and Atlanta Export-Import Council, and the GCIV.

C. Instruction:
1. Students. The Department has about 300 majors and 80 graduate students in its M.A. and doctoral programs. The faculty is teaching about 1,850 students in the current semester in the core curriculum and about 7,700 credit hours.

2. Workload. Based on data released for the University, the Department produces more credit hours per faculty member than any other department in the University. See appendix 7 in Self Study.
D. Research:

In the last three years, faculty and graduate student productivity has increased, including publication of three university press books and publication of articles in such leading journals as *American Politics Quarterly, Journal of Politics, Political Science Quarterly, Public Administration Review* and *American Politics Quarterly*.

E. Interdisciplinary:

The Department includes several members of the School of Policy Studies on its graduate faculty. In addition, the Department has two joint appointments with SPS and one with Women’s Studies.

F. The Urban Community:

1. Media. Members of the faculty are frequently called upon by the media to share their expertise about elections and government.
2. Service. Members of the faculty are frequently called upon to testify before, advise, or serve on blue ribbon panels in regard to government, administration and policy. The Department hosts a number of international visitors to the Atlanta community each year.

II. Based on its self evaluation and on the reports of APACE and external reviewers, the Department of Political Science seeks:

A. To achieve respectability for its graduate program within the political science community. The Department has had a graduate program for 26 years and yet the faculty lacks the experience characteristic of a doctoral program.

1. Senior Faculty

The Department has added to its faculty very promising young scholars who should help it gain respect in the political science community. However, the outside evaluators and APACE did not believe that the Department can achieve the goal of respectability without senior assistance. “Faculty development at the senior ranks” was the first recommendation of the APACE Committee Report. In noting this need, the outside evaluators said it should be addressed by recruitment from outside the department as well as from promotion within. The Department currently has one professor (the chair), five associate professors (one of whom is retiring at the end of fall semester 1999 and another of whom is close to retirement), 11.5 assistant professors, 1 instructor, and 1.5 lecturers. One assistant is applying for promotion in the coming year. Another is completing his third year; 9.5 have completed two or fewer years and one is a tenured assistant professor. While many of these assistants will hopefully be retained and promoted, this solution has limited possibilities. In the past three years, the Department has lost 3 assistant professors (two to other universities and the other to Citibank), all of whom would have 3 or more years of experience. The Department needs senior faculty to give credibility to its graduate programs, to enhance its ability to mentor the young faculty it has recruited, and to help retain the promising scholars hired.
Hiring senior faculty will not solve the need for senior leadership if retirees from the current senior faculty members are replaced with junior faculty. Retirees in the next five years should be replaced with senior faculty.

2. Areas of Need:
The Department needs to recruit senior faculty with the following needs of the department in mind:

American and Georgia Government. The expanding numbers of freshman students and Georgia students has stretched the resources of the Department. In fall semester, the Department taught 1400 students in the introductory classes. The ability to sustain or increase those numbers needs improvement.

Metropolitan governance. A major problem facing Atlanta is the difficulty of getting governments to work together to address metropolitan problems. The Department needs specialists in intergovernmental politics to bring the expertise of the discipline to our students and community as we deal with metropolitan problem solving. Such expertise is currently lacking.

Legal education. This is an important component of the Department’s curriculum, and one for which there is considerable demand. The courses benefit students planning to enter law school or work as para-legals as well as those students seeking to understand the American legal system and how to cope with it.

International. The Department’s emphasis on international affairs is of increasing importance to our students and the community. The Department needs to widen its expertise in the various areas of the world and in international political economy.

While these are special needs, the department should recruit primarily so as to bring to GSU scholars who can advance the quality of the department. As noted above, the credit hours per faculty member is very high relative to other departments. Additional faculty will not result in inefficiencies.

B. The Department needs greater assistance for graduate students.
To retain and develop its young faculty as well as to attract senior faculty, the Department needs to secure quality graduate students.

Due to the lack of faculty in the past, the Department has taught large sections of its courses in the core curriculum. American Government (5 sections of 200 per semester) and of Global Affairs (4 sections of 120 per semester). Using supplemental instruction, computer interaction, and graduate assistants, the Department seeks to maintain instructional quality and individual attention. However, the Department is not able to provide a sufficient number of
graduate teaching assistants needed for supplemental instruction, grading assistance, and administrative duties in these large sections. For example, the Department does not currently have the capability to provide one assistant for each class. Additional support for graduate teaching assistants is needed to improve the quality of instruction and to allow the faculty to be effective as well as efficient.

C. **The Department needs sufficient space to attract scholars and serve its students.**

Currently, the Department has no space for graduate student teachers or for graduate teaching assistants to have a desk or to meet with undergraduate students; similarly, graduate research assistants have no space. Our outside evaluators complained in their report about having to meet in a small, unventilated room, which is in fact the Department’s committee room, the room used for graduate exams and for makeup exams for all students taught, is the room used as the Department’s library, and is a passageway used by students and faculty to enter and exit the Department. Due to lack of office space within the Department, new faculty are being placed five floor away. The Department has no space for computers to be used for exams and instruction in methods or for graduate assistants. Without proper space and facilities, the Department will not be able to retain the junior faculty it has recruited and will not be able to recruit senior faculty. Expansion of the department on the tenth floor of GCB, where the department is currently located, is the best short-term solution.
III. Action Plan

A. Support for faculty to provide senior leadership and meet curriculum needs:

1. Senior Faculty:

Year 1. Recruit a senior (associate/full professor) faculty member in international politics.

Year 2. Recruit a senior (associate/full professor) faculty member in American politics.

Retirees at the senior level in the next five years should be replaced at a comparable level.

The external reviewers strongly suggested that recruitment for senior faculty should be based on a best person basis. However, these individuals should be recruited so that their expertise can aid the needs of the department outlined above and facilitate the professional development of the promising junior faculty of the department.

2. Assistant/associate Level:

The Department realizes that hiring additional faculty at the associate/professor level may be impracticable. Therefore, the Department proposes additional recruitments to meet the needs of the department at the assistant/associate level, depending on the best person available.

Year 3. Recruit a faculty member in American politics and metropolitan governance.

Year 4. Recruit a faculty member in international political economy/area studies.

Year 5. Recruit a faculty member in American government and legal studies.

B. Support for graduate assistants to increase core curriculum effectiveness, recruit senior faculty and retain junior faculty:

Year 1. Add 3 graduate assistants

Year 2. Add 3 graduate assistants

Year 3. Add 3 graduate assistants

Year 4. Add 3 graduate assistants

Years 5. Add 3 graduate assistants

C. Space

Expand space allocated to the Department on 10th Floor of GCB.
### IV. Projected Cost

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>Senior Faculty</td>
<td>$85,000</td>
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<tr>
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<td>Graduate Assistants</td>
<td>$39,000</td>
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<tr>
<td>Year 2</td>
<td>Senior Faculty</td>
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<td>Graduate Assistants</td>
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<tr>
<td>Year 3</td>
<td>Junior/Senior Faculty</td>
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<td>Graduate Assistants</td>
<td>$39,000</td>
</tr>
<tr>
<td>Year 4</td>
<td>Junior/Senior Faculty</td>
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</tr>
<tr>
<td>Year 5</td>
<td>Junior/Senior Faculty</td>
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<tr>
<td></td>
<td>Graduate Assistants</td>
<td>$39,000</td>
</tr>
</tbody>
</table>
Appendix D1
Graduate Learning Outcome Statements and Assessment Plans

According to the Department’s Faculty Guidelines, the Graduate Program should be assessed according to how well it meets the following learning outcomes:

Ph.D. Program
- Demonstrate familiarity with the breadth and diversity of models, approaches, and intellectual traditions within that student’s major sub-field of expertise.
- Demonstrate competency in at least a second substantive area of political science.
- Demonstrate a high level of competency in research skills appropriate to his or her research endeavors and a familiarity with a broad range of methodologies, including quantitative and qualitative approaches.
- Demonstrate a full understanding of the research enterprise. This includes the ability to critique others’ work and an ability to be a contributing scholar by producing original research.
- Demonstrate an ability to teach courses in his or her primary field and sub-fields of the discipline.

M.A. Program
- Demonstrate research skills commensurate with their area of specialization.
- Demonstrate knowledge of the research literature in their area of specialization.
- Demonstrate ability to write a professional research report or thesis in their area of specialization indicating ability to formulate research questions, to synthesize such questions with appropriate literature, to utilize appropriate research methods to answer the question(s), and to analyze data so as to answer the question(s) and raise additional questions.

The methods for assessing achievement of these goals are:

Doctoral Program
1. The members of each doctoral dissertation committee will individually provide to the DGS a written assessment stating the degree to which the dissertation and its defense indicate success in achievement of the program’s stated learning outcomes.
2. Based on the program’s learning outcomes, the lead reader for each field or sub-field doctoral comprehensive committee shall write an assessment of the degree to which the answers provided by the students indicate success in achievement of the outcomes.
3. Utilizing syllabi and data from student evaluations of graduate students teaching courses, the DGS shall assess the competence of the doctoral graduate students in teaching courses.

M.A. Program
4. The members of each M.A. thesis committee or of non-thesis paper will individually assess the achievement of the student in terms of the program’s stated learning outcomes.
### Summary Tables
### PhD Learning Outcomes

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<thead>
<tr>
<th>PhD Learning Outcomes (Dissertation)</th>
<th>Average Scale Score (1=“Very Low Degree” to 5=“Very High Degree”)</th>
<th>Average Scale Score (1=“Very Low Degree” to 5=“Very High Degree”)</th>
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<tbody>
<tr>
<td></td>
<td>2004-05 (n=3)</td>
<td>2005-06 (n=2)</td>
</tr>
<tr>
<td>To what degree does the dissertation demonstrate familiarity with the breadth and diversity of models, approaches, and intellectual traditions within the student’s major field of expertise?</td>
<td>4.3</td>
<td>3.6</td>
</tr>
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<td>To what degree does the dissertation demonstrate a high level of competency in research skills appropriate to student’s research endeavors and a familiarity with a broad range of methodologies, including quantitative and qualitative approaches?</td>
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<td>3.5</td>
</tr>
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<td>To what degree does the dissertation demonstrate a full understanding of the research enterprise? This includes the ability to critique others’ work and an ability to be a contributing scholar by producing original research.</td>
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<td>4.3</td>
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<td>To what degree does the dissertation demonstrate the student’s competency in a second substantive field of political science outside his/her primary field?</td>
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<td>2.6</td>
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<td>To what degree does the dissertation demonstrate the student’s ability and preparedness to teach in his/her primary field and sub-fields of the discipline?</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>MA Learning Outcomes Assessment (Thesis/Non-Thesis)</td>
<td>Average Scale Score (1=&quot;Very Low Degree&quot; to 5=&quot;Very High Degree&quot;)</td>
<td>Average Scale Score (1=&quot;Very Low Degree&quot; to 5=&quot;Very High Degree&quot;)</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>To what degree does the thesis/non-thesis paper demonstrate research skills commensurate with the student’s area of specialization?</td>
<td>3.7</td>
<td>4.0</td>
</tr>
<tr>
<td>To what degree does the thesis/non-thesis paper demonstrate knowledge of the research literature in the student’s area of specialization?</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>To what degree does the thesis/non-thesis paper demonstrate the ability to write a professional research report in the student’s area of specialization?</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>a. ability to formulate research questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. ability to locate those questions within the appropriate literature</td>
<td>3.9</td>
<td>4.0</td>
</tr>
<tr>
<td>c. ability to utilize appropriate research methods to answer the question(s)</td>
<td>3.7</td>
<td>3.8</td>
</tr>
<tr>
<td>d. ability to analyze data to answer the question(s)</td>
<td>3.6</td>
<td>4.6</td>
</tr>
<tr>
<td>e. ability to raise additional questions based on interpretation of research findings</td>
<td>3.8</td>
<td>3.8</td>
</tr>
</tbody>
</table>
Appendix D1
Undergraduate Annual Student Learning Outcomes Assessment Report

Unit Name: Political Science – Undergraduate Program

Prepared by: Robert M. Howard, Date August 14, 2006

Academic Year: 2005-2006

I. Mission

The Political Science undergraduate program serves multiple audiences, most notably departmental majors and those students who take political science courses to fulfill university requirements or out of general interest. The mission of the Political Science Department Undergraduate education program is to increase substantive knowledge, analytical skills, communication skills and methodological skills:

A. Substantive knowledge

First learning outcome: Students should demonstrate understanding of the structures and processes of American and Georgian government commensurate with the performance of citizenship duties and the stability of an effective civil society. Specifically, students should have a fundamental knowledge of constitutionalism, federalism, separation of powers, civil liberties, and the electoral process.

Second learning outcome: Students should demonstrate recognition of the universality of politics in human experience, an appreciation of political issues from a global perspective, and an appreciation of global issues from a political perspective.

B. Analytical skills

First learning outcome: Students should demonstrate an understanding of the difference between normative and descriptive explanations of political behavior.

Second learning outcome: Students should demonstrate an ability to assess evidence using principles of logical analysis and be able to apply that evidence when making conclusions. This outcome includes the ability to recognize appropriate supporting evidence as well as assessing contrary evidence.

C. Communication skills

Learning outcome: Students should demonstrate an ability to write a paper or make an oral presentation with a clear thesis statement or question, support this statement or address this question in a logical manner, and draw logical conclusions from findings. In doing so, students should demonstrate organizational skills of presentation without distracting grammatical errors. In such communication, students should demonstrate the
analytical skills in outcome #2 above. Students also should be able to demonstrate an ability to support their findings by citing relevant authorities. Students should demonstrate a nuanced understanding of plagiarism when writing their own papers and must not use the ideas of others without citation.

D. Methodological Skills:

First learning outcome: Students should demonstrate basic knowledge of the use of social statistics.

Second learning outcome: Students should demonstrate an ability to understand data reported in various forms.

Third learning outcome: Students should demonstrate an ability to conduct research using traditional and new technological resources.

Fourth learning outcome: Students should demonstrate an understanding of the scientific method, including the formulation of hypotheses and the role of independent, control and dependent variables.

II. Outcomes/Objectives

The Director of Undergraduate Studies (DUGS) and the Undergraduate Program Committee will implement the assessment process outlined below on a yearly basis and provide a report of the findings, plus any recommendations, to the Chair of the Department by the end of spring semester and to the Faculty at the beginning of fall semester. Regarding the specific learning outcomes, the procedures are as follows:

A. Substantive knowledge assessment

Concerning the first learning outcome (American and Georgia government), students should be able to pass exams involving these concepts. The Department will review syllabi and exams from PolS 1101 classes (Introduction to American Government) to ensure that students are being successfully taught these concepts in this required class that emphasizes these concepts. It also will collect data involving the overall pass rate for these classes.

Concerning the second learning outcome (the universality of politics in human experience and appreciation of political issues from a global perspective), students should be able to pass exams demonstrating the political nature of global issues. The Department will review syllabi and exams from PolS 2401 (Global Issues), a required class in which this outcome is addressed, to ensure that the outcome is being addressed successfully. It also will collect data involving the overall pass rate for these classes.

B. Analytical skills assessment
The assessment of this goal is the same for both learning outcomes listed above (an understanding of the difference between normative and descriptive explanations of political behavior, and an ability to assess evidence using principles of logical analysis and be able to apply that evidence when making conclusions).

Here the department has instituted compulsory writing assignments in all upper division courses and has encouraged communication assignments in the lower division. In order to assess the achievement of students in regard to the outcomes of sections 2 and 3 of our undergraduate program, the Department will require students to present at the time of their senior audit their best paper written in a political science class. Such papers will be used by the Department to assess its success in achieving these outcomes.

C. Communication skills

The assessment of this learning outcome is conducted in the same manner as goal #2 above, involving an evaluation of class writing assignments.

D. Methodological skills

The assessment of this learning outcome involves evaluating syllabi and exams from PolS 3800 (Introduction to Political Research), a course required of all political science majors.

III. Measures and Findings

Three sets of data were collected from sample sections of the three core courses mentioned above (PolS 1101, 2401, and 3800) for the current assessment (2005-06 academic year): syllabi and exams, course papers, and grades. The DUGS has reviewed the content of the randomly collected syllabi, exams, and papers in preparing the analysis presented below; grades:

A. Target Performance Level

1. The first targeted performance level is passing. The department seeks passing rate of better than 90 % passing (Grade of “D” or better).
2. The second targeted performance level is average grade. The department seeks an average grade of 75 % or better.
3. The third targeted outcome is that students respond to the instruction. The department seeks average evaluation scores of 3.5 or better in core courses.
4. The fourth targeted outcome is that the syllabi and exams relate to the first substantive knowledge learning outcome: the practice of governmental institutions in the U.S. and Georgia, highlighting fundamental concepts such as constitutionalism, federalism, powers of governmental institutions, the separation of powers, civil liberties, bureaucracy, the media, and voting and the electoral process.
5. The fifth targeted outcome is that papers collected by the DUGS during senior audits demonstrate analytical skills and communication skills.

B. Measures

*PolS 1101 data*

**Fall 2005 sections:**

- CRN 81656: Average 76% Passing 95%
- CRN 81657: Average 78% Passing 95%
- CRN 86265: Average 82% Passing 96%
- CRN 84504: Average 78% Passing 95%
- CRN 83742: Average 70% Passing 88%
- CRN 86266: Average 75% Passing 92%
- CRN 83752: Average 73% Passing 90%
- CRN 81652: Average 76% Passing 95%
- CRN 81661: Average 90% Passing 100%
- CRN 81659: Average 77% Passing 95%
- CRN 81660: Average 82% Passing 95%
- CRN 81658: Average 80% Passing 97%
- CRN 81650: Average 76% Passing 95%
- CRN 81651: Average 76% Passing 96%
- CRN 82944: Average 73% Passing 92%
- CRN 81655: Average 75% Passing 89%
- CRN 81654: Average 84% Passing 98%

**Spring 2006 sections:**

- CRN 11803: Average 78% Passing 91%
- CRN 11808: Average 80% Passing 96%
- CRN 11806: Average 73% Passing 91%
- CRN 11812: Average 76% Passing 95%
- CRN 14746: Average 90% Passing 100%
- CRN 11805: Average 77% Passing 95%
- CRN 11807: Average 78% Passing 97%
- CRN 11800: Average 73% Passing 91%
- CRN 11801: Average 73% Passing 90%
- CRN 11811: Average 80% Passing 90%
- CRN 11810: Average 74% Passing 93%
- CRN 11799: Average 71% Passing 90%
- CRN 11802: Average 70% Passing 84%
- CRN 11804: Average 74% Passing 92%
- CRN 11809: Average 80% Passing 94%
**PolS 2401 data**

**Fall 2005 sections:**

- CRN 81667  Average 84%  Passing 90%
- CRN 85007  Average 84%  Passing 100%
- CRN 86298  Average 87%  Passing 100%
- CRN 85350  Average 87%  Passing 100%
- CRN 83867  Average 77%  Passing 88%
- CRN 86872  Average 68%  Passing 78%
- CRN 81663  Average 78%  Passing 98%
- CRN 81662  Average 78%  Passing 90%
- CRN 85739  Average 78%  Passing 95%
- CRN 81664  Average 69%  Passing 88%
- CRN 81666  Average 72%  Passing 93%
- CRN 83748  Average 78%  Passing 91%
- CRN 86286  Average 75%  Passing 94%
- CRN 82945  Average 80%  Passing 94%
- CRN 86797  Average 82%  Passing 100%

**Spring 2006 sections:**

- CRN 11815  Average 82%  Passing 95%
- CRN 11814  Average 78%  Passing 96%
- CRN 14476  Average 82%  Passing 94%
- CRN 11816  Average 78%  Passing 92%
- CRN 15612  Average 76%  Passing 86%
- CRN 12788  Average 82%  Passing 100%
- CRN 12985  Average 72%  Passing 73%
- CRN 11817  Average 79%  Passing 97%
- CRN 14475  Average 84%  Passing 100%
- CRN 11813  Average 79%  Passing 97%
- CRN 11818  Average 80%  Passing 96%

**PolS 3800 data**

**Fall 2005 sections:**

- AM section:  Average 72%  Passing 88%
- PM section:  Average 73%  Passing 93%

**Spring 2006 sections:**

- AM section:  Average 78%  Passing 98%
- PM section:  Average 77%  Passing 85%
Findings

To supplement the Department’s own self-evaluation with the views of our own students, we have collected Spring 2006 average scores from selected questions on all student evaluation surveys from the two social science core curriculum courses in political science: PolS 1101 and PolS 2401 and then divided the responses into those sections with more or less than 80 students. On the key questions from the survey, the average scores were as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Total N</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>PolS 1001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 80 students/section</td>
<td>201</td>
<td>4.62</td>
<td>4.42</td>
<td>4.46</td>
<td>4.36</td>
<td>4.26</td>
</tr>
<tr>
<td>=/&gt; 80 students/section</td>
<td>1242</td>
<td>4.47</td>
<td>4.49</td>
<td>4.18</td>
<td>4.01</td>
<td>4.14</td>
</tr>
<tr>
<td>PolS 2401</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt; 80 students/section</td>
<td>256</td>
<td>4.35</td>
<td>4.28</td>
<td>4.20</td>
<td>4.21</td>
<td>4.11</td>
</tr>
<tr>
<td>=/&gt; 80 students/section</td>
<td>297</td>
<td>4.40</td>
<td>4.43</td>
<td>4.00</td>
<td>4.20</td>
<td>4.10</td>
</tr>
</tbody>
</table>

PolS 3800 is required of all political science majors while PolS 1101 and PolS 2401 have a majority of non-majors. Since political science majors do not get credit for grades lower than a “C”, the actual major credit rate for PolS 3800 is slightly lower when one includes “D” grades with the “F” grades:

Fall 2005:

AM section: 64% given major credit with a “C” or better
PM section: 85% major credit with a “C” or better

Spring 2006:

AM section: 88% major credit with a “C” or better
PM section: 89% major credit with a “C” or better

Both syllabi and exams from multiple sections of PolS 1101 and PolS 2401 directly and consistently address the two learning outcomes falling under the heading of substantive knowledge. Syllabi and exams for PolS 1101 focus on issues related to the first substantive knowledge learning outcome: the practice of governmental institutions in the

^2:Q1: Course goals were described clearly.
    Q2: Instructor was well prepared.
    Q3: Instructor communicated in an understandable manner.
    Q4: Instructor stimulated student thinking.
    Q5: Overall instructor effectiveness.
U.S. and Georgia, highlighting fundamental concepts such as constitutionalism, federalism, powers of governmental institutions, the separation of powers, civil liberties, bureaucracy, the media, and voting and the electoral process. Syllabi and exams for PolS 2401 directly address the second substantive knowledge learning outcome: the universality of politics in human experience, an appreciation of political issues from a global perspective, and an appreciation of global issues from a political perspective. In doing so the course covers a very wide range of “current events” issues from a political science perspective, including security, environment, energy, human rights, immigration, gender, development, and many others depending on the instructor of record. It also typically includes other disciplinary perspectives when analyzing these issues, such as economics, history, anthropology, area studies, sociology, and so on. We should note as well that many of our political science majors choose a special concentration in either pre-law or international studies; such students receive even more instruction on these aspects (American/Georgian institutions and universality of politics) of the substantive knowledge learning outcome as they complete their programs. Finally, all political science courses beyond those analyzed in this assessment frequently include such topics as part of their specialized course content.

Senior Audit Papers
Target Performance Level

Papers collected by the DUGS during senior audits were used to provide assessment material for two learning outcomes: analytical skills and communication skills. Response rate significantly improved over last year with 95 papers submitted out of 107 graduating political science majors in the past year as compared to 34 papers out of 107 graduates that were received in the 2004-2005 academic year. Thus this past year the response rate was 89% as compared to the previous response rate of about 30%. However, there still is an unwanted degree of variation in quality as related to these skills. Part of this is to be expected as we are one department in a large state University with significant variation in student ability and aptitude. In addition, just as last year, there are still problems with the collection process that hamper our ability to properly assess these skill sets. First, the types of assignments clearly varied across the papers. Some were more substantial research papers; others were closer to opinion or review essays. The length varied widely as well depending on the nature of the assignment. Some were a few pages long, while a few others were over 50 pages. Not all papers received had a grade on them, making it difficult for the DUGS to evaluate them without more knowledge of the assignment requirements and grading criteria of the instructors for whom the papers were written. Therefore, while the majority of these papers (typically the students’ “best papers” from their political science courses) indeed conformed to the analytical and communication skills noted above (i.e., an understanding of the difference between normative and descriptive explanations of political behavior; an ability to assess evidence using principles of logical analysis and be able to apply that evidence when making conclusions; and an ability to write a paper with a clear thesis statement or question, support this statement or address this question in a logical manner, and draw logical
conclusions from findings), others simply were not substantial enough to make a clear judgment on either the analytical or communication skills learning objectives.

One suggestion is to collect papers due from 3800, the one course that all majors are required to take and now designated as a writing intensive course. The student could be required to turn in a duplicate copy of the final paper to the instructor who then could turn it over to the DUGS. This would ensure the highest possible response rate and all papers submitted would be from the same course and graded on the same scale.

Regarding exam grades, the average grades for PolS 1101, PolS 2401, and PolS 3800 are exactly that: average (i.e., right in the middle to high “C” range overall). As the department has not yet set any standards regarding the desired grade distributions for the core courses, nor do we have a “benchmark” against which to measure these results on a time-series basis, we can only conclude that the course grades seem to conform to a normal distribution curve. With the institution of the 12 point grading scale, the Department had to address the issues as to standardization of grading across introductory courses. The department agreed that all courses will adopt the 12 point scale and all courses will follow the same numerical pattern for assigning plus/minus grades. It is not expected that the change to the 12 point grading scale will lead to any substantial change in the grade distribution.

This is true of both PolS 1101 and PolS 2401, which have hundreds of students (and therefore a larger and more representative sample), as well as PolS 3800, which typically has only a few dozen students and only political science majors, and in all cases the overall passing rate is very high, above the 90th percentile. PolS 1101 and PolS 2401 cover the substantive knowledge learning outcome noted above and we can conclude that this objective is being met based on exam scores and syllabi/exam content. PolS 3800 also covers the fourth learning outcome noted above: methodological skills, and this objective is being met as well, though with a demonstrably lower success rate if one includes “D” grades with “F” grades as “D” grades are not considered passing grades for our majors. PolS 3800 however covers material that is often more difficult for students to master in a single course, and many social science students are somewhat math phobic. We expect its grade distribution is similar to the research methods courses required in other departments, such as Sociology and Economics.

Looking at the students’ own evaluation scores as a “control” for the two core political science courses (PolS 1101 and PolS 2401) taken by a large number of GSU students (mostly non-majors), we are pleased with a very high success rate across the most important questions on the survey. For all such questions in both PolS 1101 and PolS 2401 the average scores for Fall 2004 were over 4.0 on the 5 point scale (5 being the best). We also should note that these results were achieved in both large and small sections of the courses surveyed, suggesting that our instructors are equally effective in reaching their students whether in small or very large (200+ students) sections. Likewise the evaluations for PolS 3800, the one mandatory upper division political science course were also quite high.
II. Achievement of Departmental Objectives for Students

A. Undergraduate program

Review of syllabi and exam content reflects a high degree of conformity with the substantive learning outcomes noted above. PolS 1101 and PolS 2401 are well-established courses in the department; they are always taught in multiple (and often large) sections each semester by junior and senior faculty as well as advanced graduate students. Each course is further supported by the appointment of a faculty coordinator to help ensure greater consistency among the various sections and instructors in terms of substantive content, textbook choices, and learning outcomes. This year the department has also received funding to hire supplemental instructors to assist the faculty teaching theses courses. In addition, these two courses are generally required of all GSU students; therefore we have a very large number of non-majors in each one. These courses also require a significant level of department resources to meet the needs of hundreds of such students each semester. However, despite the large number of students taught, and the likely lack of interest in these courses among the majority of those students (i.e., non-majors), the department achieved a very high and fairly consistent success rate across both courses: over 9 out of 10 students pass these courses and the average grades conform to a normal distribution curve.

Our analysis of the student writing samples shows a far more uneven range of quality due in part to reasons noted above. Many papers appear to be printed out versions of papers previously handed in to various classes without any grades or markings from the Professor. For students who presented their best political science papers as graded by their instructors in various upper-level political science classes, the papers conform to the two learning outcomes noted above: analytical skills and communication skills. Regarding analytical skills, the best papers tend to distinguish between normative and descriptive explanations of political behavior (particularly papers from courses related to American public law, a major component of our undergraduate program); they also make use of appropriate sources of evidence when analyzing the issue at hand and making conclusions. On the communications skills learning outcome, the best papers tend to be well-organized, have a clear thesis statement or argument, and are relatively free of spelling or grammatical errors. Students who turned in actual research papers (as opposed to essays or opinion pieces) often showed an understanding of the learning outcomes associated with the methodological skills noted above.

Finally, while these papers were not used part of our assessment of methodological skills, it is interesting to note that only last year only 2 out of 34 papers received made any use whatsoever of statistical analysis as taught in PolS 3800, and this year only 8 out of 95 used numerical data, and only one paper was submitted from PolS 3880. However, in an improvement from last year, many papers demonstrated familiarity with the scientific method as defined by our methodological skills learning outcome, particularly in terms of formulating hypotheses and manipulating variables.
The quality of the shorter essays was much more variable. Some papers were more polemical rather than analytical; others were merely campaign papers turned in by students receiving internship credit for working on a political campaign while still others lacked appropriate evidence or failed to make a clear argument/thesis. Still others suffered from multiple spelling or grammatical mistakes.

### III. Changes to Procedures or Curriculum Based on Assessment

#### A. Undergraduate program

Regarding changes to assessment procedures, we first see little need to make dramatic changes to our assessment of the substantive content of the core courses, except perhaps to include a wider range of course sections in the data used for assessment. PolS 1101 is based on a fairly well-established common body of knowledge and uses well-established textbooks and exam questions. PolS 2401 allows for more flexible content on the part of each instructor and also is especially susceptible to the use of outdated examples or issues. However, all instructors of PolS 2401 are aware of the need to keep the topic fresh with each cohort of new students while attempting to create a new common body of knowledge on this emerging sub-field. Beyond the substantive knowledge assessment, both PolS 1101 and PolS 2401 courses will now have supplemental instructors to assist the faculty and experience at other institutions has shown that these SI are well liked by students and increase student involvement and achievement. In addition, faculty instructors might be encouraged to make greater use of Vista WebCT resources to improve the written communication skills of undergraduates, especially since these courses are taught in large sections where it can be difficult for instructors to implement extensive written assignments. Oral communications skills could be improved in these classes through the use of in-class debates and presentations, as some instructors of PolS 2401 have implemented. The Department also might consider making use of Writing Across the Curriculum support to provide teaching assistants for instructors who choose to make their courses more writing-intensive. Finally, since both PolS 1101 and PolS 2401 often involve the use of graduate student instructors, the Department is considering implementing a more systematic training and mentoring program for its graduate instructors within the department itself to assist teaching that is more specific to the teaching of political science than the more general teaching courses offered by the University. The “Preparing Future Faculty program” of the American Political Science Association might be a good place to start, and the Department could appoint a faculty member to implement such a program.

In terms of grades on exams, should the department attempt to maintain the current success rate even in the face of higher enrollments and greater demands on faculty resources, or should it in fact attempt to improve the success rate of student performance in the core courses? Since over 90% of PolS 1101 and PolS 2401 students pass these courses, the only way to improve performance significantly is to work with students to raise their average scores from the “C” range to the “B” range. This, of course, defeats
the basic meaning of “average” and would likely result in some degree of grade inflation. The Department may want to consider a comparative analysis of its grade distributions in these core courses with those of other required social science courses before setting or changing its grading standards. One basic question that is still to be determined is should the department advocate for a C- as passing requirement for a course in the major?

In terms of using student papers as part of the assessment process, the Department at a minimum should insist that students save and submit their best research-intensive work (i.e., substantial research papers with a demonstrably high grade) from political science courses, ideally papers that involve independent research and analysis. As argued last year, the most promising avenue is to require students to present their papers from PolS 3800, the research course required of all majors. This would ensure consistency of the type of papers submitted. While some students might worry that a data intensive course is difficult and does not reflect their best work, since the purpose is to assess learning outcomes it will allow consistency across all papers and ensure proper assessment of basic social science skills such as theory development, use of hypotheses and skill at analyzing data and information.

While students take PolS 3800 at different stages of their careers almost all are junior or seniors and the department and the college particularly want to assess the skills learned from early college entrance to later college years. Thus both the junior and senior year papers would allow this assessment. In addition, we might use this information to analyze the intellectual and educational development between the junior and senior years if an examination reveals systematic differences in quality of 3800 papers between the junior and senior years. Another solution is to mandate that all majors take this course in their junior year.

Once the appropriate types of papers are chosen for assessment the Department should attempt to devise a basic evaluation form or scale to further track student performance on three learning outcomes: analytical skills, communication skills, and methodological skills. Possibly the Undergraduate Committee could work together with the larger Department to devise and implement such an assessment during the next phase of this process.

Regarding changes to the undergraduate political science curriculum, the Department believes it should not make any permanent changes at this time based on two years assessment of learning outcomes. Once we have clearer benchmarks and time-series data beyond a couple of years, the Department can then consider possible revisions to the curriculum to improve our success in achieving the learning outcomes. We do believe, however, that both PolS 1101 and PolS 2401 are essential tools in educating GSU students to be active and aware American and global citizens. Multiple sources of data from our instructors and students make it clear that we are achieving our learning outcomes in these courses and the Department will continue to support the maintenance of PolS 1101 and PolS 2401 in the core curriculum. It should be noted that the College and University are in the process of promoting writing intensive courses as a measure to
promote and properly assess student learning. Currently the department has no such formal course or courses.

In addition, we should note that by almost any measure the faculty of the Department of Political Science handles a large student load. The Department has experienced significant growth in majors, hours, head counts and graduation rates. For example, the number of undergraduate majors has risen from 378 in the fall of 2001 to 620 in the fall of 2005, while the number of total enrolled students has likewise increased from 433 to 690 during this same period. Graduation numbers have seen a similar increase. In 2002, 63 undergraduate political science majors were graduated, while in 2005, graduating seniors numbered 155. Teaching duty hours in the Department has grown from 18,294 in 2001 to 26,806 in 2006. Thus enrollment grew by almost 60 percent, graduation rates grew by 146 percent and teaching hours grew by 46 percent.

While most departments have grown over this time period, the percentage growth of the Department of Political Science is significantly larger than the growth in most other departments within the College of Arts and Science. For example, Biology, one of the largest departments in the College saw those majoring in Biology increase by 20 percent. Psychology, another large department grew by 13 percent and Sociology by 43 percent in this area.

Given this workload, without a more equitable distribution of resources it will be difficult to implement any radically new tool to increase student learning, such as writing intensive courses at 2000 and upper division levels. However, the Department was recently awarded a RFP grant through the Provost to aid and assist in faculty advising and student learning. The proposals are already in the process of being implemented.

IV. Changes in Department’s Assessment Goals

Writing intensive courses are a laudable goal to improve student learning but given resource constraints they will be difficult to implement. Instead, the Department, might consider expanding assessment goals to include substantive knowledge from other popular core courses in the political science major, such as PolS 3200 (Comparative Politics), PolS 3400 (International Politics), PolS 3140 (Judicial Process and Courts), PolS 4130 (American Constitutional Law), and so on.

The Department also might want to consider ways to evaluate non-course learning experiences and related data in the overall undergraduate program instruction assessment process, such as internships, directed study projects, Model UN/Model Arab League, Moot Court, study abroad programs, and similar programs. These are very popular with our political science majors and the Department has enjoyed considerable success in terms of competitions with other institutions. As such experiences may play a significant role in our training of undergraduate students for future careers in law, diplomacy, or international business the Department should begin thinking of ways to incorporate measures of participation and success in our assessment goals and processes.
The Political Theory of Economic Justice
POLS 4540 (CRN 14823)
Spring 2004
TTh 2:30-3:45, Aderhold 329

Peter Lindsay
Office 1022G
Office Hours: M 9:30-12:00 and by appointment
Phone 651-4844
Email: polpl@langate.gsu.edu

This course addresses what is perhaps the most crucial question of politics: what is the proper role of government in the economy? There are many issues here: should government be involved in the redistribution of wealth? in the regulation of business? in labor relations? in protecting the environment? What makes these issues so crucial to politics is that none can be resolved intelligently without some answer to the most fundamental political question of all – why do we live together? The task of all students, then, is to reflect upon this question and in the end come to some understanding of what an intelligent respond would be. As the course's emphasis is more philosophical and ethical than it is economic, students need no background in economics. Differences of opinion are encouraged, and arguments expected.

Required Texts (weeks 1-6): (All texts are available at Park Place Bookstore)

- Hayek, The Road to Serfdom
- Hobhouse, Liberalism and Other Writings
- Spencer, Political Writings

Grades:
Grades will be based on 2 tests (2/17 & 5/4) (50%), a paper due on April 1 (25%), 2 Webct writing assignments (10%), and class participation (15%). The latter will reflect your contributions to class discussions and your attendance. Students should not be late to class.

Course Outline:

I. Introduction (1/13 - 1/15)
II. History of Ideas (1/20 - 2/17)
III. Property (2/24 - 3/4)
IV. Contemporary Thinking (3/16 - 4/8)
V. Concrete Historical and Contemporary Issues (4/13 - 4/29)
Miscellany:

- By University policy and to respect the confidentiality of all students, final grades may not be posted or given out over the phone.
- Violation of the academic dishonesty rules is grounds for receiving an "F" in the course. See the University Policy on Academic Dishonesty for further information.
- In fairness to students who take the tests at the appointed time, a make-up test will be offered with a 5 point per day penalty. (There is no penalty for students with a documented medical excuse.)
- The last day to withdraw from a course with the possibility of receiving a W is March 5.
- Please advise the instructor if you have a documented disability that needs to be accommodated.
- Please see to it that email to your GSU address is forwarded to whatever address you are likely to use.
- This syllabus provides a general plan for the course. Deviations may be necessary.

Schedule of Lectures: Weeks 1 -6

**Week 1** (1/13 & 1/15) Introduction
- Rodriguez vs. San Antonio (handout)

**Week 2** (1/20 & 1/22) History: Laissez-faire 1
- Spencer, Political Writings, 63-175

**Week 3** (1/27 & 1/29) History: Laissez-faire 2
- Hayek, Road to Serfdom, Chs. 3, 5, 6, 7, 9
- Hayek, Constitution of Liberty, Chs. 1 & 9 (ERes)

**Week 4** (2/3 & 2/5) History: Left Liberalism
- Hobhouse, Liberalism and Other Writings Chs. 1-4, 6-8

**Week 5** (2/10 & 2/12) History: Fabian Socialism
- Tawney, The Acquisitive Society, Chs., 2, 3, 5 (or 1-7) (ERes)

**February 17 ** **TEST** **
US Foreign Policy

POLS 3450 – Spring 2004
M/W/F – 10:00 to 10:50

Instructor: Heather Heckel, Political Science Department
Office Hours: Monday 11:15 to 12:30 and by appointment – 1031 GCB
E-mail: hheckel7@aol.com (please write FP in subject line for e-mails)

Course Description:
This course analyses the substance and process of American foreign policy. The first part of the
course emphasizes the sources of foreign policy making focusing upon governmental (constitution,
presidents, congress, bureaucracies) and societal actors (interest groups, media, businesses, public opinion,
election cycles). We will also assess policy-making models including the rational actor model,
bureaucratic politics, small group decision making, and elite theory.

The second section of the class will briefly review historical foreign policy decisions, highlighting
and evaluating key foreign policies – the decisions, primary actors, and modern legacies. The third section
of the course will examine current foreign policy dilemmas. During these classes, students will assess
current global challenges, US policies towards them, and potential alternatives.

This course relies extensively on student participation. US foreign policy is both highly complex
and controversial. Therefore, it will be essential for students to come to class having read the material and
thought about its implications, in order for us to have informative discussions. Consistent following of
current events and coverage of global issues will also add significantly to your class experience.

Texts and Materials: Bring assigned readings to class with you.
  Congressional Quarterly Press.
- WebCT – Use of WebCT will be demonstrated during the 2nd week of class. Follow the login
  instructions at http://webct.gsu.edu and add POLS 3450 to your "My WebCT" page.
- On-line readings as noted.

Highly Recommended Websites:
- Congressional Research Service Reports – posted in varied places -
  http://www.fas.org/man/crs/
- Foreign Policy – www.foreignpolicy.org
- Foreign Affairs – www.foreignaffairs.org
- Foreign Policy Association – www.fpa.org
- Foreign Policy In-focus – www.foreignpolicy-infocus.org
- American Foreign Policy Council – www.afpc.org
- Daily news sources such as CNN (international) – www.cnn.org – select international version.
COURSE SCHEDULE:

The Making of US Foreign Policy

- Themes include:
  - Who defines the US national interest and how are priorities set?
  - What tensions exist among US foreign policy makers?
  - What are common critiques of US foreign policy making (and of the policy-making processes of many democracies)?
  - What roles does the US ‘play’ in the international arena?

January 12: Introduction to Foreign Policy
  - Syllabus Distribution
  - Discussion of Current Events and international context
  - After class, log onto WebCT

January 14: Making US Foreign Policy – The President and Executive
  - Reading:
    - US State Department – The Making of Foreign Policy -
      http://usinfo.state.gov/journals/itsp/0300/iipe/toc.htm select Stephen Wayne, the Multiple Influences on US Foreign Policy Making.
    - What role(s) does the Constitution give to the President/Executive?
    - Are individual leadership/personalities important in fulfilling these roles?
    - What are some of the challenges of small group decision-making?

January 16: Making US Foreign Policy - Congress
  - What role(s) does the Constitution give to Congress?
  - How does Congressional influence vary in the modern era?
  - Reading:
    - US State Department – The Making of Foreign Policy -
      http://usinfo.state.gov/journals/itsp/0300/iipe/toc.htm select Senator Biden: A Democratic Viewpoint – Congress and FP.
    - US State Department – The Making of Foreign Policy -
      http://usinfo.state.gov/journals/itsp/0300/iipe/toc.htm select Senator Smith: A Republican Viewpoint – Congress and FP

January 19: Martin Luther King Jr. Holiday – No Class

January 21: Making US Foreign Policy – Bureaucracy
  - Reading:
    - Mark Riebling, National Review, Intelligence and 9/11 -
      http://www.nationalreview.com/comment/comment-riebling052802.asp
    - The New Republic – The White House Barely Managing? -
  - Websites:
    - List of Government Bureaucracies – (scroll down to get a sense of variety/scope) -
      http://www.loc.gov/global/executive/fed.html
    - US State Department - http://www.state.gov/

• WebCT 1 must be posted BEFORE class begins today.
• Reading:
  • US State Department – The Making of Foreign Policy -
  • US State Department – The Making of Foreign Policy -
  • US State Department – The Making of Foreign Policy -
    http://usinfo.state.gov/journals/itsps/0300/iijpe/toc.htm select A. Erickson – Lobbying Congress.
  • Website: http://www.americans-world.org/ - Public Opinion Resource

January 26, 28 and 30: Critiquing Policy-Making – Wagging the Dog?
• Reading:
  • Of Wagging Dogs and Desert Storms -
  • Hook and Spanier - The Iran-Contra Scandal pages 202-204; Grenada page 196
  • Thomas Powers, The Vanishing Case for War – The New York Review of Books -
    http://www.nybooks.com/articles/16813
  • Clinton, Lewinksy and Terrorist bombings – Washington Post 8/21/98 -
  • While many critiques may be accurate, others are not – see urban legends for a good example - http://www.snopes.com/rumors/clinton.htm
  • Recommended Reading – Howard Zinn on US Foreign Policy -
    http://www.thirdworldtraveler.com/Zinn/Machiavelli_ForPol.html

Part II - US Foreign Policy – Key Historical Decisions

February 2: US Foreign Policy approaches – Manifest Destiny and American Exceptionalism
• Reading:
  • Hook and Spanier pages 1-23
  • Issues in Foreign Policy after 9/11 (read transcript or watch interview) -

February 4 and 6: Ending WWII and the beginning of the Cold War
• Reading: Hook and Spanier pages 24-61
• Discussion of US Policy Strategies – Institutions; Containment; Development; Modeling

February 9, 11, and 13: The Cold War, Bipolarity, Deterrence, and The Cuban Missile Crisis
• Reading: Hook and Spanier pages 73-80 and 104-111, 150-153, 191-194
• Recommended: The documentary film Missile Wars available on-line via PBS Frontline
February 16, 18, and 20 – Cold War’s impact on Developing Nations
- Reading:
  - What I’ve learned about US Foreign Policy – The War Against the Third World -
    http://www.addictedtowar.com/videofile.htm (video transcript)
  - Hook and Spanier pages 81 to 108 and 194-201
  - Issues in Foreign Policy after 9/11 (read transcript or watch interview) -
    http://globetrotter.berkeley.edu/911/courses/interviews.html – select Boot – Small Wars & USFP
  - Recommended Films: The Quiet American and The Killing Fields

February 23, 25 – Legacies of Vietnam and the Cold War
- Reading: Hook and Spanier pages 112-134; 232-240

February 27 – Mid-term

March 1, 3, and 5 – Debates over the US role in the post Cold War era
- Debating engagement in the international community and US national security policy
- Reading:
  - Hook and Spanier pages 241-250; 260-267; 326-331
  - Issues in Foreign Policy after 9/11 (read transcript or watch interview) -
    http://globetrotter.berkeley.edu/911/courses/interviews.html – select Michael Nacht,

March 5 - Last day to withdraw and possibly receive a W
March 8 – 12 – Spring Break

Current Foreign Policies

Themes include:
- Increasing complexity – blending of domestic and foreign concerns; issue proliferation; actor
  proliferation and combining of tools/strategies.
- How does one define US “national interest” or “national security”? What security issues must
  take priority?
- Changing nature of state power and capacity of state to address problems – can US maintain its
  primacy and/or hegemony in the face of state and non-state challenges?
- Growing prominence and concern over border control and internecine issues – post 9/11 world.
- US role in post-bi-polar world – isolationism vs. internationalism; unilateral vs. multilateral
  efforts; shifting perspective on international institutions.
- Identity, norms and morality… understanding their role in perception and policy-making

March 15: US Foreign Policy National Interests and Tools
- Reading:
  - US State Department – The Making of Foreign Policy -
    http://usinfo.state.gov/journals/ijps/0300/ijpe/toc.htm select Eric Newsome - Uniting the
    Tools of Force and Diplomacy
  - US State Department – The Making of Foreign Policy -
    http://usinfo.state.gov/journals/ijps/0300/ijpe/toc.htm select Mark Danner – Ideas and
    Foreign Policy OR Issues in Foreign Policy after 9/11 (read transcript or watch interview) -
    http://globetrotter.berkeley.edu/911/courses/interviews.html – select Mark Danner.
March 17 and 19: Evaluating National Interests and Tools – the case of Rwanda
- Reading:
  - Hook and Spanier pages 284-287
  - Samantha Powers Bystanders to Genocide in Atlantic Monthly - http://www.mtholyoke.edu/acad/intrel/power.htm
  - Issues in Foreign Policy after 9/11 (read transcript or watch interview) - http://globetrotter.berkeley.edu/911/courses/interviews.html – select Samantha Powers interview.

March 22, 24 and 26: Security Issues: Terrorism
- Reading:
  - Global Issues - New Defense Priorities and Policing the Borders
  - Center for Defense Information – A Brief History of Terrorism – (www.cdi.org – terrorism (on left side); then select article or http://www.cdi.org/programs/document.cfm?DocumentID=1502&StartRow=1&ListRows=10&appendURL=&OrderBy=D.DateLastUpdated&ProgramID=39&from_page=index.cfm
  - Additional current event readings posted on WebCT

March 29, 31, and April 2: Weapons of mass destruction & the case of Korea
- Readings: Global Issues - New Defense Priorities and North Korean Crisis

April 5, 7, and 9: Nation-state and democracy building: Post war Iraq
- Readings: Global Issues – Rebuilding Iraq
- Additional readings on WebCT under readings; Iraq – PRINT and BRING to class.

Economic Policy:

April 12 and 14: US and Trade Policy – Trends and challenges
- Reading:
  - Hook and Spanier – 168 to 172; 251-260; 352-359

April 16: Economics small-group discussion to be selected by class
- Options include: Sanctions on Cuba; China Trade policy; EU trade policy; and US interest in the Free Trade Area of the Americas.
- Based upon class decision, useful short resources for debating will be posted on WebCT.
April 19 and 21: US national interests in humanitarian foreign aid
  • Reading:
    • Global Issues – Foreign Aid after September 11

April 23 and 26: US and oil policy
  • Reading:
    • Global Issues – Oil Diplomacy
    • Issues in Foreign Policy after 9/11 (read transcript or watch interview) - http://globetrotter.berkeley.edu/911/courses/interviews.html – select Shibley Telhami – US Foreign Policy in the Middle-East

Conclusions

April 28 and 30: Rising challenges to US power and influence
  • Assignment: Final Project Due April 30th at the beginning of class.
    • Papers not submitted in the correct format by 10:10am on the 30th will lose a minimum of 5 points.
  • Reading:
    • Hook and Spanier 372-377.

May 3: Final Exam Review

May 10: Final Exam - 10:15 a.m.

Notes:
  • This course syllabus provides a general plan for the course. Deviations may be necessary.
  • Students should be familiar with university regulations and are encouraged to pay particular attention to issues of plagiarism found in the student handbook. For writing assistance you are strongly encouraged to visit the University Writing Center on the 9th floor of GCB.
  • This course is supported, in part, by a grant from the Writing Across the Curriculum program.
POLS 3800
Introduction to Political Research
Spring 2004

TR 1:00-2:15 Aderhold Learning Center 107
TR 5:30-6:45 Sparks Hall 137

James E. Prather, Ph.D. Web site: www.gsu.edu/~poljep
Office: 1082B General Building; e-mail: jprather@gsu.edu; Fax: 404-651-1434
Office Hours: Thursday 2:15-5:30 or by appointment.

Students are responsible for checking WebCT before each class.

Course Description: This introductory course in Political Science research methods provides an overview of the empirical research techniques used in the study of government and politics. Emphasis is placed on the development of skills in understanding the research techniques appropriate to political science.

Course Objectives:
1. To learn the basic terms and concepts of political science research.
2. To be familiar with the research techniques appropriate to various political and governmental topics.
3. To develop research abilities in the use of microcomputer, Internet and library resources.
4. To improve the student's ability to analyze critically the results of contemporary political science research.
5. To introduce the student to basic statistical techniques used in political science research.

Required Texts: They are available at the Park Place Bookstore, Inc. (404-525-5100).

  Web site: Research Methods in Political Science: An Introduction Using MicroCase

Course Requirements: There will be both midterm and final examinations, the final examination will be cumulative. The exercises (and computer printouts) in the Corbett’s Research Methods in Political Science must be completed and submitted.

Student Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>5% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Feb. 24</td>
<td>10%</td>
</tr>
<tr>
<td>MicroCase exam I Chapters 1-7</td>
<td>Mar. 2</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>Apr. 20/22/27</td>
<td>5%</td>
</tr>
<tr>
<td>Oral report on Data Analysis using Powerpoint</td>
<td>Apr. 29</td>
<td>25%</td>
</tr>
<tr>
<td>Data Analysis essay using the nations data (10 pages typed double-spaced)</td>
<td>Apr. 29</td>
<td>10%</td>
</tr>
<tr>
<td>Submit completed MicroCase workbook all pages intact with printouts</td>
<td>Apr. 29</td>
<td>10%</td>
</tr>
<tr>
<td>MicroCase exam II Chapters 8-14</td>
<td>May 4</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehensive final exam</td>
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</tbody>
</table>

Final Exam:
1:00 pm TR Tuesday May 4 12:30 pm
5:30 pm TR Tuesday May 4 5:00 pm

Course Schedule: Students are expected to arrive prepared for class, with the assigned readings completed and critiqued. Readings are available on campus from JSTOR and may be printed out in on-campus microcomputer labs.


http://www.gsu.edu/~poljep/pols3800spring2004.html

1/13/04

Attendance: Class attendance is expected and the student is responsible for all material covered in class.

Additional Information:
1) Last day to withdraw from course and still receive a W: March 5 (Friday)
2) No make-up assignments or exams will be given and a zero grade will be assigned to those not handing in the assignments on time and/or not taking the scheduled exam.
3) Cheating and/or plagiarism are sufficient grounds for failing the course.
4) It is the student’s responsibility to regularly check the web site for POLS 3800 and WebCT for any updates or changes to the syllabus.
5) This syllabus is subject to reasonable changes.
Political Science 3700: Public Administration and Bureaucratic Politics  
Fall 2003

Professor David Nixon  
polden@panther.gsu.edu  
http://www.gsu.edu/~polden  
Office: 1006 General Classroom Building  
651-4840  
Hours: Tuesdays & Thursdays, 11-12, or by appointment

Introduction  
This course considers the federal regulatory and administrative agencies in the United States.  
After a brief detailed delineation of the many agencies which compose the federal bureaucracy, the first  
unit steps back to examine the historical development of the executive branch. Following that, the  
second unit examines the policymaking and enforcement activities of federal agencies. Finally, the third  
unit considers the political role of the bureaucracy in the larger context of the federal government and  
discusses interactions with Congress and the President. Along the way, we will examine the politics of  
specific agencies, which serve as a backdrop for our discussions.

Evaluation  
Three exams and a cumulative final exam will define your grade for the course. The final exam  
will be optional for students averaging 90.0% or better on the first three exams. The exams will be  
objective format. Make-up exams, where justified by a legitimate and documented emergency, will be  
estay format, and are typically difficult. The dates for the exams are listed in the schedule. Note that the  
final will be administered on the last day of class, rather than during the regular exam week. This is  
intended to ease your burdens during exam week (and avoid an 8AM final exam time).  
Course grades will be determined as follows:  
first exam - 20%; second exam - 20%; third exam - 20%; final exam - 40%

Attendance  
While attendance is not mandatory, it is absolutely essential to good performance on exams.

Academic Integrity  
Georgia State University’s policy on academic honesty will be adhered to in this class. Any  
observed violations of these standards of academic conduct will be reported to the authorities in  
accordance with University policy.

Texts  
Cornelius M. Kerwin, Rulemaking, 2nd ed. [Congressional Quarterly Press]

The course syllabus provides a general plan for the course; deviations may be necessary.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Textbook References</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>August 28</td>
<td>no class</td>
<td></td>
</tr>
<tr>
<td>September 2+4</td>
<td>Organizational, Theoretical, and Historical Overviews</td>
<td>Peters, ch. 1</td>
</tr>
<tr>
<td>September 9+11</td>
<td>Iron Triangle and Regulatory Life Cycle</td>
<td>Peters, ch. 4</td>
</tr>
<tr>
<td>September 16+18</td>
<td>Regulatory Capture &amp; Deregulation</td>
<td>Peters, ch. 9</td>
</tr>
<tr>
<td>September 23+25</td>
<td>Organizational Behavior</td>
<td>Peters, ch. 2</td>
</tr>
<tr>
<td>September 30</td>
<td>Organizational Behavior</td>
<td>Peters, ch. 3</td>
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<tr>
<td>October 2</td>
<td>Exam 1</td>
<td></td>
</tr>
<tr>
<td>October 7+9</td>
<td>Procedures, Responsibilities, and Rulemaking</td>
<td>Kerwin, ch. 1-3</td>
</tr>
<tr>
<td>October 14+16</td>
<td>Adjudication and Interest Groups</td>
<td>Peters, ch. 5</td>
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<tr>
<td>October 17</td>
<td>Last Day to Withdraw and Receive a &quot;W&quot;</td>
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<tr>
<td>October 21+23</td>
<td>Groups in Court</td>
<td>Kerwin, ch. 5</td>
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<tr>
<td>October 28+30</td>
<td>Court Review and Oversight</td>
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<tr>
<td>October 30</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>November 4+6</td>
<td>Presidents and Budgets</td>
<td>Kerwin, ch. 4</td>
</tr>
<tr>
<td>November 11+13</td>
<td>OMB Review, Appointments</td>
<td>Peters, ch. 7</td>
</tr>
<tr>
<td>November 18+20</td>
<td>Congressional Dominance</td>
<td>Kerwin, ch. 6</td>
</tr>
<tr>
<td>November 25+27</td>
<td>Thanksgiving, no class</td>
<td>Peters, ch. 6</td>
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<tr>
<td>December 2+4</td>
<td>Legislative Veto</td>
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<tr>
<td>December 4</td>
<td>Exam 3</td>
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<tr>
<td>December 9+11</td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>December 11</td>
<td>Final Exam (optional for those with at least 90.0% average)</td>
<td></td>
</tr>
</tbody>
</table>
African American Politics
Political Science 4165 Dr. Allison Calhoun-Brown
Spring 2003
Office 1026 GCB
Office Phone # 404-651-4836
Office Hours: Tuesdays 1:30-3:30 and by appointment
*Email: polacb@panther.gsu.edu

This course examines the ongoing struggle for black political empowerment in the United States. In Part I of the course we will examine the political history of race in America. In this section we will analyze how and why race has presented a challenge to American liberalism and to American democratic governance. What aspects of the Constitutional structure were problematic? Why haven’t changes to the constitutional structure fixed these problems? How useful are social science paradigms in helping us understand these questions? Part II of the course looks at Ideology, Identity, and Political Strategy. In this section we will examine the dominant political worldviews of African Americans and how they inform the strategies for political empowerment. How do African American ideologies compare and contrast with the dominant American ideology of liberalism? What are the moderate critiques? What are the radical critiques and what do they help us understand about African American politics? How much consensus exists in the African American community about ideology and political strategy? Part III of this course evaluates the success of electoral politics as a strategy for political advancement. Electoral politics emerged after the Civil Rights Movement and the passage of the Voting Rights Act of 1965 as the dominant means of political empowerment for Black people. In Part III we analyze the relationship that African Americans have had to the American political system since moving from protest to politics. What has the Voting Rights Act wrought? To what extent have African Americans gained access to the ballot? Does access mean an effective or meaningful ballot? Is African American electoral participation enough to improve African American life-chances in the social and economic spheres? What are the limits and potential of local black political power? What are the limits and potential at the national level? Do the Courts provide an alternative route to address injustice? What constitutes effective representation in the political arena? What have been the ramifications of greater inclusion in American politics for the black community? In Part IV of the class we look at public policy and the particular opportunities and challenges that confront African Americans and their politics around issues of healthcare, poverty, the justice system, education, employment and housing in the coming years.

Required Texts: These required texts are available at the Park Place Bookstore:


Additional readings will be available through DocuWeb or through the JSTOR index under library databases.

Grade: Your grade for this course will be calculated as follows:
Participation 20% Group Project 20% Response Papers 30% Final 30%

Participation: A student’s participation grade has two components—Attendance and contributions to class. Attendance is mandatory. More than two unexcused absences over the course of the quarter will be reflected negatively in your grade. Each student is expected not only to be in class but to come prepared to discuss the readings for the week and to make a positive contribution to the learning environment. The material covered in class will not always be the same as the material covered in the texts. Students are responsible for all material covered in the course from either source.

Papers: Students are required to write 3 3-5 page response papers throughout the semester. Each week, students will be given questions to help them think about and process the assigned readings. Three times throughout the semester students should turn in their responses to these questions. Your response should reflect that you have carefully thought about and reviewed ALL the readings for the week and that you understand the ramifications of the concepts presented in that week. Students will be graded on how thoroughly they address the question as well as basic grammatical and punctuation considerations.
**Group Project:** Because this is a class about community politics and how individuals can be mobilized to both define and secure the common good, group projects will be required for this class. The grade on the group project constitutes 20% of your final grade. The project must reflect the input of each student in the group. Your individual group project grade will be comprised of two parts. Sixty percent of the grade will be what you score on the section that you contribute to the project. Contributions of each student must be clearly identified. Your contribution will be evaluated by the other students in the group as well as the professor. The other forty percent of your group project grade will be what the overall group earns on their project. For example if you earn a 70 on your portion of the project, but the group earns a 90 on the project, your group project grade will be 78.

These group projects will be on public policy areas in which race is an important consideration. The groups have to define and present the nature of the problem in the policy area, explain how race impacts the problem, compare blacks to whites on the issue, examine what public policies have been instituted to address these problems, critique the policies that have been instituted, analyze why their were instituted, formulate and design their own policy to address the issue, explain why their policy will be an improvement over what presently exists, explain how they will mobilize and generate support for their ideas, explain what groups (both within and outside the black community) are likely to support or oppose, and evaluate what their study of this policy area reveals about African American politics and African Americans in the American political system. The project can be presented as a website, a briefing paper, a power point presentation, a CD-ROM etc. Creativity is encouraged but will be no substitute for substance. I encourage you to do the regular library oriented research from books, journals, newspapers, and magazines, but it will also be useful to do interviews with politicians, interest groups, think tank policy formulators, and those impacted by the policies as well. Your job with this project is to become an expert in a particular policy area. It will be necessary for students to delimit their projects and to define whether they are interested in national level policies, state level policies or local level policies as well as what particular aspect of the policy area that they are working on. These projects should have bibliographies and proper citations.

Students will be randomly assigned to one of the following policy areas: healthcare, poverty, the justice system, education, employment and housing.

**Group Projects must be submitted by 5:00 p.m. on April 22, 2003.**

**Final:** The Final is scheduled Thursday, May 1st from 10:15-12:15. No make-up final will be given.

**Last Day to withdraw and receive a "W" March 10, 2002.** Any student withdrawing after March 10th will receive a "WF" or withdrawal while failing. The only time a student would not receive a WF after March 10th is if hardship status has been determined in accordance with university policy and if the student was passing the course when hardship status was obtained. Hardship status is determined by the Office of the Assistant Dean of students. Students are normally not eligible to apply for hardship status unless hardship status is sought for all courses in which a student is registered within a given quarter. See the General Bulletin for further details.

Incompletes are given only in extreme circumstances and at the discretion of the professor. The professor follows the guidelines explained in the General Bulletin when assigning incompletes. Be advised failure take the final exam or needing more time to complete a paper will not be considered grounds for receiving an incomplete.

The Penalty for any form of academic dishonesty including but not limited to stealing and using the ideas or writings of another as if they were your own will be disciplinary action which could result in receiving an F in this course as well as suspension or expulsion from the university. If you are not sure what constitutes academic dishonesty, please see me for clarification.

Other practices that will prove detrimental to your grade include chronic tardiness, sleeping in class, talking in class, disrespecting other students, and failure to turn off pagers and cell phones.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>January 9</td>
<td>Race and the Pre Civil War Period</td>
<td>Walton chapter 1, Gilliam chapter 1</td>
</tr>
<tr>
<td>January 14</td>
<td>Race and the Pre Civil War Period</td>
<td>Walton chapter 1, Gilliam chapter 1</td>
</tr>
<tr>
<td>January 16</td>
<td>Race and the Pre Civil War Period</td>
<td>Walton chapter 1, Gilliam chapter 1</td>
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<tr>
<td>January 21</td>
<td>Race, Reconstruction and Segregation</td>
<td>Walton chapter 2, Gilliam chapter 2</td>
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<tr>
<td>January 23</td>
<td>Race, Reconstruction and Segregation</td>
<td>Walton chapter 2, Gilliam chapter 2</td>
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<td>January 28</td>
<td>Understanding the Challenge of Race</td>
<td>DOCUWEB Article Dawson, M and E. Wilson III “Paradigms and Paradoxes”</td>
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<td>January 30</td>
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<td>Gilliam chapter 6</td>
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<td>February 4</td>
<td>Liberalism and its Moderate Critics</td>
<td>Gilliam chapter 3</td>
</tr>
<tr>
<td>February 6</td>
<td>Liberalism and its Moderate Critics</td>
<td>Gilliam chapter 3, chapter 7 pps. 217-232</td>
</tr>
<tr>
<td>February 11</td>
<td>Liberalism and its Radical Critics</td>
<td>Gilliam chapter 4</td>
</tr>
<tr>
<td>February 13</td>
<td>Liberalism and its Radical Critics</td>
<td>Gilliam chapter 4, chapter 7 pps. 204-216 and pps. 233-240</td>
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<td>February 18</td>
<td>Political Culture and Public Opinion</td>
<td>Walton chapters 3,4</td>
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<td>February 20</td>
<td>Political Culture and Public Opinion</td>
<td>Walton chapters 5, 6</td>
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<td>March 11</td>
<td>Voting Behavior and Elections</td>
<td>Walton chapter 10</td>
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<td>March 13</td>
<td>Voting Behavior and Elections</td>
<td>Walton chapter 10</td>
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<td>March 18</td>
<td>Urban Politics</td>
<td>Gilliam chapter 8</td>
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<td>Gilliam chapter 8</td>
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<td>March 25</td>
<td>Congress</td>
<td>Walton chapter 11, Gilliam pps. 320-343</td>
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<td>March 27</td>
<td>Congress</td>
<td>Walton chapter 11, Gilliam pps. 320-343</td>
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<td>April 1</td>
<td>Congress</td>
<td>DOCUWEB ARTICLE Katherine Tate, Black Faces in the Mirror</td>
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<td>April 3</td>
<td>Congress</td>
<td>DOCUWEB ARTICLE Katherine Tate, Black Faces in the Mirror</td>
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<tr>
<td>April 8</td>
<td>The Presidency</td>
<td>Walton chapters 12, 14, Gilliam pps. 288-312</td>
</tr>
<tr>
<td>April 10</td>
<td>The Presidency</td>
<td>Walton chapters 12, 14, Gilliam pps. 288-312</td>
</tr>
<tr>
<td>April 15</td>
<td>The Courts</td>
<td>Walton chapter 13, Gilliam pps. 344-370</td>
</tr>
<tr>
<td>April 15</td>
<td>The Courts</td>
<td>Walton chapter 13, Gilliam pps. 244-370</td>
</tr>
<tr>
<td>April 22</td>
<td>The Black Community and the AIDS Crisis</td>
<td>DOCUWEB ARTICLE Cathy Cohen, Boundaries of Blackness</td>
</tr>
<tr>
<td>April 24</td>
<td>The Black Community and the AIDS Crisis</td>
<td>DOCUWEB ARTICLE Cathy Cohen, Boundaries of Blackness</td>
</tr>
<tr>
<td>May 1</td>
<td>FINAL EXAMINATION AT 10:15</td>
<td></td>
</tr>
</tbody>
</table>
POLS 4115: URBAN POLITICS
(#14412), Mondays & Wednesdays, 12:00pm-1:15pm
(#14413), Mondays only, 7:15pm-9:45pm
Professor Kimberly Jones (may be listed as James-Jones)

Class location: MW-(#14412), Room 30, Adelphi
Class location: M only-(#14413), Room 406, Adelphi
Teaching assistant: Eriade Hunter
Pol-Sci Dept. phone: (404) 651-3152
Pol-Sci fax: (404) 651-1434
E-mail #1: WebCt (Go to http://www.gsu.edu; click "WebCt") E-mail #2: kjames11@gsu.edu

WHAT WILL WE COVER IN THIS COURSE? (course description)
Why are some cities dying and others are thriving? What are the real consequences of sprawl? Who really rules Atlanta? Should cities embrace "Wal-mart"? This course examines the "nuts & bolts" of urban government and the complexity of urban decisionmaking—and not by just studying it in a textbook, but by actually creating an urban government within this class through a simulation on urban politics. We begin by analyzing the historical development of US cities, including the formation of ghettos & suburbs. Next, we will focus on different theories of urban political power and examine cities' different strategies for urban economic development. The semester concludes with a walking tour of downtown Atlanta and a class simulation of urban politics. Welcome to Urban Politics (POLS 4115).

WHAT COURSES/KNOWLEDGE DO I NEED TO SUCCEED IN THIS CLASS? (course prerequisite)
There is no prior required coursework, although a background in college-level American government course(s) and other urban-related courses will help you. Non-political science majors are welcome and have done well in this course. Some review material on American government will be available.

WHAT SHOULD I BE ABLE TO DO/LEARN BY THE END OF THIS COURSE? (course goals)
By the end of the course, students should be able to:
- explain major historical developments underlying contemporary US cities
- recognize the major current trends impacting US cities
- identify the major theories of urban political power
- analyze the key paradigms of urban economic development
- obtain a thorough understanding of "nuts & bolts" issues impacting local government

COURSE GOAL:
Foster a greater interest in urban politics

WHAT'S A TYPICAL DAY IN CLASS? (teaching method)
A typical class day? A combination of 20-minute lecture segments, class discussion and an in-class activity. I tend to use examples that involve Atlanta and/or the South to explain course materials. In short, I usually do not lecture for the entire class. What will we do on "atypical" class days? A walking tour of downtown Atlanta; urban-related film; a class simulation (role-playing) of urban politics.

WHAT SHOULD YOU EXPECT?
From me, you can expect: an instructor that comes to class prepared; gives clear explanations of difficult concepts; uses relevant examples; treats students & their questions/concerns with respect; establishes a class atmosphere where people do not feel they feel attacked for their views; actually likes talking to students about their interests; tries to test students fairly; and begins & ends class on time.

WHAT WILL THE PROFESSOR EXPECT?
I expect students to attend class and come prepared. This means reading the material and making a serious attempt to understand it before I lecture on the topic. I expect students to actively and willingly participate in "in-class" activities & class discussion—both within class & on the WebCt discussion board. I expect students to show respect to me & to their classmates by not engaging in behavior that can disrupt my ability to teach & your classmates' ability to learn. The following behaviors will negatively impact your course grade and may prompt me to withdraw you from the class:
- sleeping / napping in class
- reading non-class material
- eating "meals" in class
- private conversations during lectures
- non-participation in class activities
- non-class-related laptop use
Most importantly, I expect students to be civil toward their classmates, both within class and on WebCt. This means valuing the diversity that exists among students' viewpoints, cultures and life experiences.
WHAT BOOKS WILL I NEED?
All three bookstores (Park Place, GSU University & Georgia) sell the books:
(4) Atlanta, GA City Slicker Map. (Cost=$8)
(5) Coursepack. The coursepack can only be purchased at BestWay Copy Center after Thurs. Jan 13. Their address is 18 Decatur Street. Phone: 404-688-4677.

WHAT ELSE WILL I NEED BESIDES THE BOOK?
(1) Internet access: You will need to be able to access the internet at least once or twice a week for:
   ✓ Course website (WebCT). I have developed a website for this course (Webct). With WebCT, you can e-mail, participate in on-line class discussions and browser other politics-related websites. I will demonstrate how to use WebCT in class. But to get started, go to URL: http://www.student.gsu.edu.

HOW TO SUCCEED IN THIS COURSE. First, come to class prepared by keeping up with the reading—this is critical. Second, find ways to make the class material relevant to your life & interests. Third, if you have any questions, problems, concerns or need advice—contact the instructor as early as possible (email, phone, in-person).

WHEN IS THE DEADLINE TO DROP THIS CLASS? Friday, March 4, 2005 is the last day to withdraw from a course with the possibility of receiving a “W” (Withdrawal). According to GSU policy, instructors must on March 5, 2004:
   (1) Give a “WF” to all those students who are on the rolls but are no longer taking the class, and;
   (2) Report the last day the student attended or turned in an assignment.
Students who are involuntarily withdrawn may petition the department chair for reinstatement into their classes.

DO YOU PLAN TO COVER EVERYTHING IN THE SYLLABUS? Hopefully. But you should know this: This syllabus is a general plan for the course; deviations may be necessary. This means that as the instructor, I reserve the right to change the subject matter, reading assignments, and due dates for exams and assignments. If you are absent, you are responsible for getting the correct reading assignments and due dates.

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<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
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<tbody>
<tr>
<td>READING ASSIGNMENTS. Avg. # of pages per week: 60-75pp.</td>
</tr>
<tr>
<td>Reading strategy: It's best to have the reading done before class lecture. Also, read the coursepack material first.</td>
</tr>
<tr>
<td>“Week’s Readings” can be found in one of FOUR places:</td>
</tr>
<tr>
<td>B = Book CPK: Coursepack W = WebCT E = Electronic Reserves</td>
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<tr>
<td>Note: this is a general course plan—not a legal contract. Some deviations may be necessary.</td>
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<table>
<thead>
<tr>
<th>PART I: Urban Foundations</th>
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<tbody>
<tr>
<td>DATE</td>
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</tbody>
</table>
| W (Jan: 10-14) | Introductions | Week’s Reading:
| K Mon, Jan 10: | Introductions. | None. |
| W | MLK Holiday | Week’s Reading:
<p>| K Mon, Jan 17: | MLK Holiday. NO CLASS. | CPK: “The Knowing Eye &amp; Ear” (11pp) |
| Wed, Jan 19: | Intro: US Cities | CPK: “Switch from Manufacturing…” (22pp) |
| 2 | | B: AllRise, Ch 2, “Airmindedness” (19pp) |
|  | | B: AllRise, Ch 3, “Under the Crust” (20pp) |</p>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>(Jan 24-28)</strong></td>
<td><strong>US Suburbanization</strong></td>
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<tr>
<td></td>
<td>Wed, Jan 26:</td>
<td>US Suburbs II</td>
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<tr>
<td><strong>W</strong></td>
<td><strong>(Jan 31-Feb 4)</strong></td>
<td><strong>US Suburbanization</strong></td>
</tr>
<tr>
<td><em>K</em></td>
<td>Mon, Jan 31:</td>
<td>US Suburbs III</td>
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**PART II: Politics, Power & Economic Development**

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<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>(Feb 7-11)</strong></td>
<td><strong>Who rules in US cities?</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>URNAN FILM PAPER DUE (3pp)</td>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>(Feb 14-18)</strong></td>
<td><strong>Who rules in US cities (cont.)</strong></td>
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<tr>
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<table>
<thead>
<tr>
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<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>(Feb 21-25)</strong></td>
<td><strong>“Who Rules?”/ EXAM 1</strong></td>
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<tr>
<td></td>
<td>Wed, Feb 23:</td>
<td>EXAM 1</td>
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<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>(Feb 28-Mar 4)</strong></td>
<td><strong>Cities &amp; Eco. Development I</strong></td>
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<td>Fri. Mar 4: Last day to withdraw</td>
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**PART III: Economic Development (cont.) / Camelot Simulation**

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</thead>
<tbody>
<tr>
<td><strong>W</strong></td>
<td><strong>(Mar 14-18)</strong></td>
<td><strong>Cities &amp; Economic Development III</strong></td>
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<tr>
<td><em>K</em></td>
<td>Mon, Mar 14:</td>
<td>Economic Development III</td>
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<tr>
<td></td>
<td>Wed, Mar 16:</td>
<td>Economic Development III</td>
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</tr>
<tr>
<td>K</td>
<td>(Mar 21-25) Cities &amp; Economic Development IV</td>
<td>Week’s Reading:</td>
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<tr>
<td></td>
<td>Mon, Mar 21: Economic Development IV</td>
<td>CPK: “Poverty, Joblessness &amp; Social Transform” (8pp)</td>
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<td>0</td>
<td>Wed, Mar 23: Economic Development IV</td>
<td>CPK &amp; E: “Shattered Dreams” (9pp)</td>
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<td></td>
<td></td>
<td>CPK: “Crime: Perception &amp; Reality” (10pp)</td>
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<td></td>
<td></td>
<td>B: Prayer, Chs 4-6 (51pp)</td>
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<tr>
<td>W</td>
<td>(Mar 28-Apr 1) Cities &amp; Economic Development V</td>
<td>Week’s Reading:</td>
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<tr>
<td>K</td>
<td>Mon, Mar 28: Economic Development V</td>
<td>B: Prayer, Chs 7-9 (54pp)</td>
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<td>1</td>
<td>Wed, Mar 30: <strong>ATLANTA RISING PAPER DUE</strong></td>
<td>CPK: “Terrorism in the City” (8pp)</td>
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<td>B: Camelot, “Welcome &amp; Intro” (5pp)</td>
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<tr>
<td>W</td>
<td>(Apr 4-Apr 8) CAMELOT Simulation I</td>
<td>Week’s Reading:</td>
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<tr>
<td>K</td>
<td>Mon, Apr 4:</td>
<td>B: Camelot, Ch 9, “Starting the Simulation” (10pp)</td>
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<td>Wed, Apr 6:</td>
<td>B: Camelot, Ch 12, “Reference Materials” (14pp)</td>
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<td>B: Camelot, Ch 8, “Land-Use Planning” (11pp)</td>
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<td>B: Prayer, Chs 10-11 (42pp)</td>
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<td>Week’s Reading:</td>
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<td>Mon, Apr 11:</td>
<td>B: Camelot, Ch 7, “Forms of Local Govt” (16pp)</td>
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<td>(Apr 18-22) CAMELOT Simulation III</td>
<td>Week’s Reading:</td>
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<td>K</td>
<td>Mon, Apr 18:</td>
<td>B: Camelot, TBA</td>
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<td>Wed, Apr 20:</td>
<td>B: Prayer, Chs 13-16 (63pp)</td>
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<td>W</td>
<td>(Apr 25-29) CAMELOT Simulation IV</td>
<td>Week’s Reading:</td>
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<tr>
<td>K</td>
<td>Mon, Apr 25:</td>
<td>B: Camelot, TBA</td>
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<td>1</td>
<td>Wed, Apr 27:</td>
<td>B: Prayer, Chs 17, 18 &amp; Epilogue (67pp)</td>
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<tr>
<td>(May 2-May 6) CAMELOT/Conclusion</td>
<td>Week’s Reading:</td>
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<td>Mon, May 2: Conclusion</td>
<td>None</td>
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</table>

**FINAL DUE DATE:** “Camelot” Project DUE: Mon, May 9 by 5pm in main office of Political-Science Dept (Room 1005, General Classroom Bldg).

Wed, May 19: Grades available to students after 5pm via GoSolar

**GRADING POLICY**

Students will be graded on five factors:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>(25%)</td>
<td>100</td>
</tr>
<tr>
<td>&quot;Camelot&quot; Simulation Project</td>
<td>(25%)</td>
<td>100</td>
</tr>
<tr>
<td>&quot;Atlanta Rising&quot; Paper (5pp)</td>
<td>(25%)</td>
<td>100</td>
</tr>
<tr>
<td>Preparation &amp; Participation</td>
<td>(15%)</td>
<td>60</td>
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<tr>
<td>Urban Film Review (3pp)</td>
<td>(10%)</td>
<td>40</td>
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</table>

**TOTAL** 100% 400 points

**DUE DATE**

- Mid-Term Exam: Wed, Feb 23
- "Camelot" Simulation Project: Mon, May 9
- "Atlanta Rising" Paper (5pp): Mon, Mar 30
- Preparation & Participation: Varies
- Urban Film Review (3pp): Wed, Feb 9

**COURSE GRADING Scale**

(Total points = 400 points)

- **A** = 360-400 points
- **B** = 320-359 points
- **C** = 280-319 points
- **D** = 240-279 points
- **F** = Below 240 points
### RANGE OF POINTS FOR ASSIGNING GRADES

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<thead>
<tr>
<th>Grade</th>
<th>A+</th>
<th>A-</th>
<th>A-</th>
<th>B+</th>
<th>B-</th>
<th>B-</th>
<th>C+</th>
<th>C-</th>
<th>D+</th>
<th>D-</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td># of Points Needed if You want a(n) __ on Exams, Atl Paper &amp; Camelot Project</td>
<td>98-100</td>
<td>94.97</td>
<td>90-93</td>
<td>88-89</td>
<td>84-87</td>
<td>80-83</td>
<td>78-79</td>
<td>74-77</td>
<td>70-73</td>
<td>68-69</td>
<td>64-67</td>
</tr>
<tr>
<td># of Points needed if you want a(n) __ for final grade</td>
<td>360-400 points</td>
<td>320-359 points</td>
<td>280-319 points</td>
<td>240-279 points</td>
<td>Below 240 points</td>
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<tr>
<td>TOTAL Pts Earned</td>
<td>Mid-Term (100 pts)</td>
<td>Atl Pap (100 pts)</td>
<td>Urban Film Rev (40 pts)</td>
<td>Camelot Project (100 pts)</td>
<td>TOTAL Pts Earned</td>
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<tr>
<td>Pts Earned</td>
<td>Pts Lost</td>
<td>Pts Earned</td>
<td>Pts Lost</td>
<td>Pts Earned</td>
<td>Pts Lost</td>
<td>Pts Earned</td>
<td>Pts Lost</td>
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</table>

*Mid-Term Exam* (in-class exam, Mid-term exam=100 points, 25% of final grade). The mid-term exam consists of objective questions (multiple-choice) and subjective questions--identifications, short-answer questions and an essay question(s).

*Exam Make-up Policy.* You are required to take the exams at the regularly scheduled time. To take a make-up exam, you must (1) contact me BEFORE the scheduled exam time; and (2) present a written excuse from a doctor, nurse or your academic advisor. If you do not present a valid written excuse, then you will be penalized by either receiving a zero “0” or by receiving an automatic deduction of at least 15-points. If you do not present a valid written excuse, you cannot score higher than the mean of the class (class average). Make-up exams are different from the regular exams All make-up exams will be 100 percent essay, absolutely no exceptions. You must take the make-up exam within one week of the regularly scheduled exam and at a time other than when the class meets.

*“Camelot” Simulation Project.* (“Camelot project”=100 pts. 25% of final grade). The last third of the semester will be devoted to the “Camelot” simulation project. This project consists of several parts: an in-class simulation where the class will re-create (imitate) an urban government, complete with mayor, city council, and other political actors who address urban problems presented in the Camelot book. This project will require your active participation in the simulation and a written component (paper) covering materials in the Camelot book and other course materials. More specific details about this project will be posted on Webct. FINAL DUE DATE: Mon, May 9 by 5pm.

*“Atlanta Rising” Paper.* (Atlanta/Philly paper = 100 pts. 25% of final grade). A 5pp typed take-home essay using materials from primarily the “Atlanta Rising” and other course materials (possibly including parts of the “A Prayer for the City” book). More information on this paper will be given out in class and/or on Webct.

*Preparation & Participation.* (60 total pts. 15% of final grade). The “Preparation & Participation” grade represents a combination of any of the following: homework assignments, student oral presentations, in-class exercises, and/or any “pop” quizzes. Quiz format consists of 3-5 questions. If it’s clear the class is not completing the reading assignments, then more “pop” quizzes may be assigned.

*Urban Film Review Paper.* (Film Review Paper = 40 total points. 10% of final grade). This is a typed, 3pp paper that critically reviews an “urban” movie and relates it to course concepts. The instructor will give provide a short list of acceptable movies related to urban issues. You are responsible for finding and viewing one movie. More info will be provided about the Movie Review Paper in class and on Webct.

**NOTE:** If you are absent, you CANNOT make-up “in-class” assignments. However, if you are absent, you CAN make-up “homework” assignments that are due in the next class, as along as you hand it in ON TIME.
Attendance. I do care if you attend class. I use a seating chart to help me learn names & to give extra credit. I may take attendance every class or just a few times a semester. But if I fail to take attendance either by a seating chart or some other method, then this is a "freebie"—you will receive automatically receive attendance credit. Students who are regularly tardy will be penalized. But if you are tardy & want to receive attendance credit, you must notify me by the end of class that you are present. NOTE: If you have excessive absences, then the instructor will WITHDRAW you from the class.

Listed below is how absences/tardies affect your final grade.

Absences
- 0 absences = 10 extra credit pts
- 1-2 absences = 5 extra credit pts
- 3 absences = No points deducted
- 4-5 absences = 10-15 points deducted
- 6-7 absences = 20-25 points deducted
- 8+ absences = Fail the course

EXTRA CREDIT. There will be no other extra credit available in this course besides attendance extra credit.

FORFEITURE OF EXTRA CREDIT. Several circumstances will result in the forfeiture of all extra credit points. These circumstances include (but are not limited to): plagiarism; academic dishonesty; disruptive behavior (private conversations in class, etc)

LEARNING DISABILITY. If you have a learning disability (dyslexia, poor vision or hearing) that you wish to identify, please contact me at the beginning of the course.

ACADEMIC DISHONESTY/PLAGIARISM. Academic dishonesty will result in a grade of zero "0" for that particular assignment for all students involved. Evidence of repeated cheating will result in an "F" for this course. Consult the University general catalog for GSU's policy on Academic Honesty (Section 409).
POLITICAL SCIENCE 4285
RELIGION AND POLITICS
Fall 2005

Dr. S. Rashid Naim
Phone: (404) 651 0901
Email: snaim1@gsu.edu
Office Hours: MW 12:00 -2:00 PM; TT 10:00-10:45 AM
GTA: Heather Waters
Office Hrs: M 1:15-3:00 PM, T 10:45-11:45 AM, 1079 GCB. Email: hwaters1@student.gsu.edu

Class Meetings: TT 11:00 AM - 12:15 PM
Class Location: ALC 324
Office: 1082 General Classroom

SYLLABUS AND READINGS

Course Description
This course will examine the re-emergence of religion as a force in politics throughout the world. The current
debate among social scientists about the causes and consequences of this phenomenon will be analyzed. The
role of religion as a force for maintaining the status quo and as a force for change will be examined. The goal is
to understand the role that religion plays in politics of both Western and non-Western societies.

Evaluation
Student performance will be evaluated on the basis of the following:
a) Mid-term examination (20%)
b) Final Examination (20%)
c) Term Paper (25%)
   Outline 2%
   First Draft 5%
   Second Draft 5%
   Final Paper 13%
d) Reading Summaries (25%)
   Summary I –3%
   Summary II –10%
   Summary III –5%
   Summary IV –5%
   Summary V –2%
e) Class attendance and participation (10%)

Readings
1. Rauf, Feisal Abdul, What’s Right with Islam Is What’s Right With America, San Francisco: Harper,
   2004.
2. Collection of Readings (See attached list)

A INTRODUCTION AND THEORETICAL CONSIDERATIONS

EXPLORING THE VITALITY OF RELIGION (August 25 & 30)
This section will serve as a general introduction to the course. It will seek to reexamine the conventional
wisdom of the role of religion in “modern” society. Why has religion again become such a potent societal force?
What are the common themes across religions and geographic areas that we see in the interaction between
religion and politics? This will be followed by an examination of the major theoretical perspectives on the study
of religion and politics in the social sciences. Why did the political scientists and the sociologist in the 1950s
predict the end to religion’s influence in society?

Assigned Readings:
Section A: Items 1-9
B ISLAM AND POLITICS

ISLAM AND POLITICS: THE HISTORICAL LEGACY (September 1, 6 & 8)
This section of the course will consist of an examination of the historical roots of contemporary Islamic revitalization movements. The role of the radical tradition during four past periods of acute crisis will be examined and the links between earlier and contemporary revitalization movements will be considered.
Assigned Readings:
Readings Section B: Items 1-6

READING SUMMARY I DUE September 8th
FINALIZE PAPER TOPIC September 13th
PAPER OUTLINE DUE September 27th

CONTEMPORARY ISLAMIST MOVEMENTS (September 13, 15, 20, 22, 27 & 29)
These sessions will discuss the role that various movements from the radical Islamic tradition have played in the politics of the Muslim world. Special attention will be paid to Egypt, Iran, Pakistan and Algeria.
Assigned Readings:
Readings Section B: Items 7-30

ISLAM AND THE WEST (October 4, 6, 11, & 13)
This segment will examine the historical and contemporary relationship between the Muslim world and the West. The discussions will focus upon historical events and processes which have shaped Western and Muslim perceptions of each other, the current relations between Islam and the West, and Muslim communities in Western societies.
Assigned Readings:
Readings Section B: Items 31-35

MID-TERM EXAMINATION (October 18)

C CHRISTIANITY AND POLITICS

CHRISTIANITY AND POLITICS: THE HISTORICAL LEGACY (October 20)
This section will examine the beliefs and institutions of Christianity that promote the involvement of religion in politics and survey the historical role of Christianity in politics of Europe and North America.
Assigned Readings:
Readings Section C: TBA

READING SUMMARY II DUE October 20th
RELIGION AND POLITICS IN THE UNITED STATES AND EUROPE (October 25, 27 & November 1) Europe is supposedly the most secular continent in the world. This section will examine how religion continues to play and important role in politics, identity and policy in Western and Eastern Europe. This section will also examine the role of Christianity in the Founding of the United States and the behavior and political impact of major religious groups in the United States.

Assigned Readings:
Readings Section C: Item 3-9

FIRST DRAFT OF PAPER DUE November 1st

CHRISTIANITY AND POLITICS IN LATIN AMERICA (November 3) This section will examine the role of liberation theology and priests in revolutionary movements in Latin America. It will also examine the role of Protestant Churches in the region.

Assigned Readings:
Readings Section C: Item 10-13

CHRISTIANITY AND POLITICS IN AFRICA AND ASIA (November 8) This section examines how Christianity has impacted the contemporary political developments in Africa and Asia.

Assigned Readings:
Readings Section C: Items 14-17

D. JUDAISM AND POLITICS

READING SUMMARY III DUE November 15th

JUDAISM AND POLITICS: HISTORICAL PERSPECTIVE (November 10) This section will examine the role of religion in Israeli politics, the relationship between Judaism and Zionism and the various strands of opinion in Israel on the issue of relations between religion and the state. The role of various religious parties in the Israeli political process will also be examined.

Assigned Readings:
Readings Section D: Items 1 – 3

RELIGION AND POLITICS IN ISRAEL (November 15 & 17) This section will examine the interaction of religion and politics in Israeli society since the foundation of the state, in particular the struggle between religious and non-religious Zionists. It will also examine the position of Jewish anti-Zionists.

Assigned Readings:
Readings Section D: Items 4 – 9

SECOND DRAFT OF PAPER DUE November 29th

THE POLITICS OF APOCALYPTIC FUNDAMENTALISM (November 29) Will examine the politics of movements based on the idea of an imminent apocalypse based on religious beliefs.

Assigned Readings:
Readings Section D: Items 10 – 14
E OTHER RELIGIOUS TRADITIONS AND POLITICS

HINDUISM: RELIGION AND POLITICS IN INDIA (December 1)
This section will discuss the rise of Hindu fundamentalism and its links to Hindu nationalism as well as its impact on inter-community relations in India.
Assigned Readings:
Readings Section E: Items 1 - 3

READING SUMMARY IV DUE December 6th

BUDDHISM: RELIGION AND POLITICS IN BURMA AND SRI LANKA (December 6 & 8)
This section will examine the role of Buddhism in the politics of Sri Lanka and Burma. It will pay particular attention to the links between Buddhism and nationalism in the politics of both societies. Both the colonial period and the post-independent period will be examined.
Assigned Readings:
Readings Section E: Items 4 - 6

READING SUMMARY V DUE December 15th

FINAL PAPER DUE December 15th

FINAL EXAMINATION DECEMBER 15, 10:15 AM
GEORGIA STATE UNIVERSITY
Political Science 4285
RELIGION AND POLITICS
Fall 2005

CONTENTS OF READER
D= Distributed in Class, E=Electronic version available through GSU Library R=on Eserve at Library

A  INTRODUCTION AND BACKGROUND

Exploring the Vitality of Religion: Religion and Politics Reconsidered

Exploring the Vitality of Religion: Secularization and the Social Scientists

Exploring the Vitality of Religion: Theoretical Perspectives

B  ISLAM AND POLITICS

Islam and Politics: The Historical Legacy
5. Sherwani, H K “The Genesis and Progress of Muslim Socio-Political Thought” Islamic Culture, 27(3), 1953, pp. 135-48. (R)

Contemporary Islamist Movements

Themes and Debates: Political System, Social Justice, Pluralism, Human Rights and Jihad

Political System

Social Justice, Pluralism and Human Rights

Jihad

Islam and the West
C. CHRISTIANITY AND POLITICS

Christianity and Politics: The Historical Legacy
Readings TBA

Religion and politics in the United States and Europe
4. Additional Readings TBA

Religion and Politics in Latin America

Religion and Politics in Africa and Asia

D. JUDAISM AND POLITICS

Judaism and Politics: The Historical Legacy

Religion and Politics in Israel

**The Politics of Apocalypticist Fundamentalism**

13. Avishai, Bernard, “Israel Should Become a Pluralist State”
14. Kahane, Meir, “Pluralism Would Destroy Israel’s Divine Purpose”
POLS 4490
NGOs and World Politics

Tuesday and Thursday
Section I: 9:30-10:45 a.m.
Section II: 5:30-6:45 p.m.
Fall 2003
Georgia State University

Professor Kim D. Reimann
e-mail: k.reimann@gsu.edu
tel. 404-651-4850

Writing Consultant: Curt Nichols
e-mail: cnichols9@student.gsu.edu

Office: 1034 GCB
Office hours: Tues. & Thurs., 3:00-5:00 pm
and by appointment

Over the past several decades the number of internationally active non-governmental organizations (NGOs) has grown exponentially. As NGOs have proliferated and become more important players in global politics, they have drawn greater attention from scholars in a variety of disciplines including political science, sociology, anthropology, non-profit studies and communications. This course explores the rise of NGOs in world politics and surveys the emerging scholarly literature on NGOs and transnational activism. The underlying questions that the course will address include: What sort of roles do NGOs and other societal actors now play in international politics? What factors have led to the growth in numbers and activities of NGOs? Under what conditions are NGOs influential or successful in reaching their goals? What theories and methods can help us best understand state-society relations in the international context? What are both the upsides and the downsides of increased NGO activism?

The seminar is divided into two main parts. In weeks 1-8, the course reviews theoretical frameworks and general issues concerning NGOs. In this part of the course we will examine the methods and theories that political science and sociology have used to analyze NGOs, as well as the sort of questions and concerns that these disciplines have tended to focus on. This part of the course also explores some of the factors behind the growth of NGOs in recent decades such as state support, the expansion of international organizations, the internet, and other processes of globalization. Weeks 9-15 comprise the second part of the course, which examines NGOs in specific policy areas. Policy areas that will be examined include: the environment, human rights, international development, trade and finance, humanitarian crises, peace and security, democratization, and women’s issues.

Required Texts and Readings:

Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders*
Thomas Weiss and Leon Gordenker, *NGOs, the UN and Global Governance*

* Course Readings on Docuweb
* Articles available on GSU Library on-line resources (JSTOR, Proquest, etc.)
The 2 required books are available at Park Place Bookstore and are on reserve at Pullen Library.

Most of the other readings (marked with a *) are on Docuweb (http://docuweb.gsu.edu/). The course’s user name and password are:

User Name = GSRP4490
Password = RP4490AG

4490 is numeric and all letters are in upper case. Please use either Netscape 6 or Explorer. For some reason it is not possible to login using Netscape 7.

All other materials (marked with a *) are available electronically through electronic library resources. To find them, go to the GSU Pullen Library webpage http://www.library.gsu.edu/ and go to the “E-journal Locator” link. From there, look up the journal that the article appears in and then find the article using key words from the title.

Course Requirements and Grading:

Short Writing and Internet Assignments (10%)
There will be short weekly assignments located on WebCT. Go to the “Assignments” link on the WebCT course homepage and click to the topic of the week. Read the main message for the assignment of the week and post your work as a message. Assignments are due before class and submissions will be monitored. Be prepared to discuss assignments in class.

Take-home midterm exam (15%)
A take-home exam will be handed out on October 9 and due in class on October 16.

Research Paper (40%)
The main requirement for the course is a 7-10 page term paper. I will be distributing paper guidelines and other handouts to clarify my expectations and help you write your paper. There are four checkpoints leading to the final submission of the paper. First, students must select a topic and write up a short, one paragraph description of it by September 16. Second, a paper proposal will be due on October 2. Guidelines for proposals will be provided and Curt Nichols, the course’s writing consultant, will work with the class on October 7 on the submitted proposals. These first two writing assignments are mandatory and will be included in your grade for short assignments (see above, 10% of the total grade for the course). Third, a rough draft of the paper is due on November 6. Curt and I will make comments on the rough draft, on the basis of which you will prepare a revised final paper. Fourth, the final paper is due in class on December 4. The first draft is worth 10% of the final grade and the final draft is worth 30% of the final grade. Late submission of any of the writing assignments is strongly discouraged and will be penalized by 15 points (15% of the total grade) per day.

Final Exam (25%)
There will be a final exam.

Class Attendance and Participation (10%)
Attendance will be taken regularly and will affect one’s final grade (see below). There will be some class time set aside for discussion. Students are expected to have done the readings and assignments for the week and to participate.
**Attendance Policy:**

Students are expected to attend all classes. Legitimate excuses for not attending class include religious holidays (e.g. Rosh Hashanah and Yom Kippur), jury duty and illness. If you are unable to attend class for these or any other reason, please try to get notes from a classmate. Material covered in lectures will be included in the exams. Please talk to me during office hours if you have any questions or problems in this area. I enforce a strict attendance policy – bad attendance can significantly affect your final grade. My official policy is:

**Good class participation and attendance (0-1 absences) will raise a borderline grade.**

**Poor attendance (5 or more absences) will lower your final grade by half a grade.**

**Very poor attendance (8 or more absences) will lower your final grade by a full grade.**

If you miss more than 15 classes, you risk being withdrawn from the class.

**Withdrawing from the class:**

The last day to withdraw from the class and receive a “W” is Friday, October 17. If you stop coming to class, you will be withdrawn from the class shortly after October 17. GSU official policy states that instructors must: (1) give WF to all students who are on their rolls but no longer taking the course and (2) report the last day the student attended or turned in an assignment.

Students who are involuntarily withdrawn may petition the department chair for reinstatement into the class.

Hardship withdrawal may be granted after the midpoint when nonacademic emergency situations prevent a student from completing their course work. Hardship withdrawals are subject to restrictions, which are spelled out in the GSU Catalog for 2003-4, p. 49.

**Incomplete:**

An incomplete (I) may be given to a student who for nonacademic reasons beyond his or her control is unable to meet the full requirements of the course. In order to qualify for an I, a student must: (a) have completed most of the major assignments of the course, and (b) be earning a passing grade in the course (aside from the assignments not completed) in the judgement of the instructor. Further information on Incompletes is available in the GSU Catalog for 2003-4, p. 52.

**Plagiarism and Academic Dishonesty:**

The Georgia State University Policy on Academic Honesty applies to all assignments in this course. (See GSU Catalog for 2003-04, pp. 66-69.) While the penalty for academic dishonesty is a matter of the instructor’s discretion, in the Department of Political Science, the customary penalty for violation of academic honest rules is assignment of an “F” for the course.

Plagiarism is a serious academic offense. Plagiarism is the theft of someone else’s intellectual property or presenting another person’s work as one’s own. To avoid plagiarism, it is essential
that you use proper quotation and citation in all the written work you submit for the course. You are responsible for handing in original work and for citing all of your information sources.

E-Mail Notifications:

I will be sending e-mail messages to your GSU e-mail accounts. If you use another e-mail account as your primary e-mail address, please arrange to have your GSU e-mail forwarded. Official GSU policy requires that I use your GSU e-mail addresses and this is much easier for me since this is the address I have for you from Go-SOLAR. If you do not know how to forward your GSU e-mail, let me know and I will give you a handout that provides step-by-step instructions.

CLASS READINGS/SCHEDULE

* Course Readings on Dociweb
* Articles available on GSU Library on-line resources (JSTOR, Proquest, etc.)

Part I. THE STUDY AND PRACTICE OF NGOs

Week 1: Introduction to the Course (8/26, 8/28)

Introduction to the Course (8/26)
No readings.

NGOs as an Old and New Force in World Politics (8/28)
Keck and Sikkink, Ch. 2, pp.36-78.

Week 2: Definition and Roles of NGOs (9/2, 9/4)

Defining NGOs, Networks, Coalitions and New Forms of Global Activism (9/2)
Keck and Sikkink, Activists Beyond Borders, Ch. 1, pp. 1-38

General Functions and Roles of NGOs (9/4)
Weiss and Gordenker, NGOs, the UN and Global Governance, Ch. 1, pp. 17-47.
Optional:
* P.J. Simmons, P.J., "Learning to Live with NGOs." *Foreign Policy* (Fall 1998), 82-96. Available on-line, check GSU library’s E-journal Locator.


**Week 3: Frameworks and Models for Understanding NGOs: Insights from Political Science (9/9, 9/11)**

**Transnational Actors:**

**Globalization and NGOs:**

**International Norms and NGOs:**

**Week 4: NGOs and Transnational Social Movements: Insights from Sociology and Social Movement Theory (9/16, 9/18)**

9/16: Paper topics due

**INGOs and World Culture**

**Transnational Social Movements**


**Globalization from Below: NGOs as a Counter-Hegemonic Force**
Week 5: The UN System and NGOs (9/23, 9/25)

Weiss and Gordenker, *NGOs, the UN and Global Governance*, Ch. 4, pp. 83-101.

Week 6: The State, NGOs and Issues of Funding (9/30, 10/2)

10/2: Paper proposals due in class

The State and NGOs (9/30)
- Thomas Carothers and Marina Ottaway, *Funding Virtue: Civil Society Aid and Democracy Promotion*. Introduction, 3-17.

The Various Funding Sources of NGOs (10/2)

Week 7: Critics of NGOs (10/7, 10/9)

Paper Proposal Session (10/7)
No readings. Bring a copy of your paper proposal to class.

NGOs and Their Critics (10/9)

Optional:

Week 8: The Internet; and Guest Speaker on Setting up an NGO (10/14, 10/16)

10/16: Take-home midterms due.
The Internet, New Technologies, and NGOs (10/14)
- Anheier, Glasius and Kaldor, eds., *Global Civil Society 2001*, Ch. 6, pp. 147-68.
- Shayne Weyker, “The Ironies of Information Technology,” in Alison Brysk, ed. *Globalization and Human Rights*

Optional:

Setting Up an NGO (10/16)
Guest Speaker: Marc Daniel Gutekunst, Forging New Tomorrows
Background documents:
* Documents for receiving tax exempt status:

**Part II. NGOS IN VARIOUS ISSUE AREAS**

Week 9: Global Environmental Politics and NGOs (10/21, 10/23)

NGOs and International Environmental Regimes (10/21)
Weiss and Gordenker, eds., *NGOs, the UN and Global Governance*, Ch. 5., pp. 103-19.

Optional:
Boli and Thomas, ed., *Constructing World Culture*, Ch. 3, pp. 81-99.

Environmental Networks (10/23)

Week 10: Human Rights and NGOs (10/28, 10/30)

Human Rights, NGOs and the UN (10/28)
Weiss and Gordenker, eds., *NGOs, the UN and Global Governance*, Ch. 2., pp. 51-66.

NGO Networks (10/30)
Keck and Sikkink, *Activists Beyond Borders*, Ch. 3., pp. 79-120.
Week 11: International Development and NGOs (11/4, 11/6)

11/6: Rough draft of term paper is due.

**International Development and Service NGOs**

Optional:

**International Development and Advocacy NGOs (11/6)**

Week 12: Guest Speaker (International Development); and Anti-globalization Movements: Trade, Finance and Investment (11/11, 11/13)

11/11: Guest Speaker on International Development and NGOs:
- Dr. Ken Walker, Atlanta-Thilisi Healthcare Partnership (9:30am class)
- Jock Baker, CARE (5:30pm class)

**Anti Globalization Movements: Trade, Finance and Investment (11/13)**

Optional:

Week 13: Humanitarian Crises and NGOs (11/18, 11/20)

Weiss and Gordonker, ed. *NGOS, the UN, and Global Governance*, Ch.3, pp. 67-81.
- Edwin Bakker, "Early Warning by NGOs in Conflict Areas," In Bas Arts. et al. eds., *Non-State Actors in International Relations*, pp. 265-277.

Optional:
November 25 and 27: Thanksgiving, no classes

Week 14: Security Issues and Democracy (12/2, 12/4)

12/4: Final draft of term paper due

* Peace, Security Issues and NGOs (12/2)

* Supporting Democracy by Supporting NGOs (12/4)
  * Thomas Carothers, Aiding Democracy Abroad. The Learning Curve, Ch. 8, pp. 207-51.
  * Marina Ottaway, “Social Movements Professionalization of Reform, and Democracy in Africa,” in Marina Ottaway and Thomas Carothers, ed., Funding Virtue: Civil Society Aid and Democracy Promotion, pp. 77-104.

Week 15: Women’s Issues and NGOs (12/9, 12/11)

* Women’s Issues, NGO Networks and Activism at the UN (12/9)
  * Keck and Sikkink, Activists Beyond Borders, Ch. 5, pp. 165-98.
  * Weiss and Gordenker, eds., NGOs, the UN and Global Governance, Ch. 7, pp. 139-55.

Conclusions. Review of the Course (12/11)

No readings.
American Political Thought

POLS 4570 (comp # 13226)
Spring 2003
Class Meeting Time: Mon 4-7

Instructor: Dr. Allaine Cerwonka
Office: 611G
Office Hours: Mon – 11-12, Wed 2-3 or by appt.

Teaching Assistant: Anne Stancil
Office: 976G (Writing Center)
Office Hours: Mon 11-1, or by appt

email: wsiadc@langate.gsu.edu
phone: 404-463-9421

email: awstancil@mac.com

Course Description
This course examines some of the historical ideas that have shaped American political life and institutions. It asks how such things as Puritanism, for instance, have shaped Americans’ ideas about justice, the good life, the proper relationship of the individual with the government, etc. Other issues whose influence we explore include equality, individualism, transcendental philosophy and race. The purpose of our investigation is to understand the history of the ideas of the political system of which we are a part, learn more about America’s history more generally, and to engage a critical analysis of the continuing relevance of these philosophies in American life. There will be regular writing assignments throughout the semester. Their purpose is to improve students’ writing skills, test their comprehension of course information, and to prompt students to engage in more detailed thinking about course issues.

Course Process and Assessment
Students must complete the assigned reading before class, attend class meetings regularly, and participate in class discussions. Papers are due at the start of the class and will be penalized for each day they are late without prior permission of the instructor or teaching assistant.

Two Summaries (1.5pp each): Each Worth 5%  Attendance & Participation: 10%
Three Papers (5 pp each): Each worth 20%  Test: 20%

Texts
The books listed below have been ordered for the class at the GSU Bookstore and at Parkplace Bookstore. The books with an asterisk is available on GSU library Reserves. You can lower the cost of the course by reading books on Reserves and by borrowing some of the books from your local library. The first four books in the list should be in your local library.
Reading Questions for Puritanism

In some ways this first set of readings, while short, might be the most challenging. The handouts are from seventeenth and eighteenth century writers, writing about Christian ideals. Since much of early American society was influenced by Puritan religion, it is not surprising that these ideas would also influence political ideals. So please read these essays with an eye to the way they reflect ideals or assumptions we have in the American political system. Keep in mind the following questions:

What is the relationship of the individual to authority that these readings set forth?

What is the relationship of the individual to the larger society suggested by the authors?

Do the authors paint a picture of power as a benign presence, or more frightening?

Do you see any of the ideas or attitudes in these writing in the American political system or American society more generally?

Does religion as a whole seem to play a role in the American political system in your opinion? Do you think its influence is weakening, strengthening or staying the same?
Appendix D3
Curriculum Options for Majors

Concentration in General Political Science

1. PolS 3800.
2. Take 24 hours in political science at 3000 or above level. One course must be taken in three of five areas of study; these areas include American government and politics, comparative politics, international politics, public policy and administration, and political theory.
3. Electives. Students must complete the balance of 120 hours so that at least 39 hours submitted for graduation are earned at the 3000 or above level. Students may choose to earn a major or a minor in another department, or they may select an interdisciplinary set of electives. Students should confer with a departmental advisor in choosing electives.

Concentration in International Affairs

1. PolS 2401 if not previously taken, PolS 3200, PolS 3400, and 3800.
2. Fifteen semester hours chosen from courses in comparative politics and international politics at the 3000-4000 level.
3. A total of three semester hours chosen from courses in American Politics, Public Policy and Administration, or Political Theory at the 3000-4000 level.
4. Electives. Students must complete the balance of 120 hours so that at least 39 hours submitted for graduation are earned at the 3000 or above level. Students may choose to earn a major or a minor in another department, or they may select an interdisciplinary set of electives. Students should confer with a departmental advisor in choosing electives.

Concentration in Pre-Law

2. PolS 3800.
3. Nine hours to be selected from the following: PolS 3145, 4420, Pols 4425, Pols 4427, PolS 4780, PolS 4157, PolS 3170, PolS 3110, PolS 4180, PolS 4570, PolS 4115, PolS 3700 and PolS 3750.
4. Six additional hours of political science at the 3000-4000 level. Students must satisfy distribution requirement of taking one course in three of five areas of political science. These five areas include American government and politics, comparative politics, international politics, public policy and administration, and political theory.
5. Electives. Students are encouraged to either choose a major or a minor in another department or to take an interdisciplinary minor in law and society from courses recommended by the Department as appropriate for a pre-law student; the list of courses is available from the pre-law advisor in the Department. Students may use electives to complete the remaining 120 hours of courses. Students must have at least 39 hours at 3000-4000 level.

Pre-Education Concentration and Certificate in Pre-Education Broad Field Social Science
The Department of Political Science offers a pre-education concentration for majors planning to teach on the middle-school or high school level. Students take courses chosen so as to provide the substantive knowledge needed to teach political and social science. Through completion of this concentration and allied field concentrations, students earn the Certificate in Pre-Education Broad Field Social Science. Graduates may then seek entrance into the alternative master of education program in social studies in the College of Education at Georgia State University to gain state certification or into a comparable program at another institution. For admission requirements of the alternative M. Ed. Program in social studies education, see the College of Education.

Requirements of Pre-Education Concentration for Political Science Majors (27):

1. PolS 3800 (Political Research) (3)
2. PolS 4130 (American Constitutional Law) or PolS 4131 (Civil Liberties and Rights) (3)
3. PolS 3110 (State Government) or PolS 3170 (American Legislative Process) or PolS 4115 (Urban Politics) or PolS 4180 (American Chief Executive) (3).
4. PolS 3200 (Comparative Politics) or PolS 3400 (International Politics) (3)
5. Select 15 additional hours in political science. (15)
6. Of the courses taken, students must have one course in three of the five areas of the discipline.

Requirements of Allied Field Concentrations:

To earn the Certificate in Pre-Education Broad Field Social Science, students must also take allied field concentrations (9 hours) from three of the following disciplines: economics, geography, history, or behavioral science (nine hours from anthropology, psychology, or sociology). Note the student must take a total of 27 hours with nine hours each in three disciplines. The student should see each department's list for the courses to be taken in the nine hours for that discipline. If a student chooses to take an allied field in one of the three departments listed above under behavioral science, then they should not take an allied field in one of the other departments in that grouping. Students should consult with their advisors in making choice.

Certificate in European Studies

The department provides courses and counseling in regard to the European Union Studies Certificate offered by the University System of Georgia. This program enables students to develop expertise in the European Unions and in EU studies. The program's purpose is to promote knowledge of the European Union (EU) and certify individuals as competent in the subject area of EU studies. Since the EU is the most important economic and political partner of the United States, this certification demonstrates valuable professional expertise to potential employers. For students in the academic track, this interdisciplinary certificate can be earned as a supplement to any conventional undergraduate degree. For a detailed description see page 309 in the 2005-2006 Undergraduate Catalog.
Master of Arts Degree

Admission Requirements
For information about applications and general admission requirements, see applications and admissions. In addition to the general requirements of the College of Arts and Sciences, the Department of Political Science has the following requirements:

- Acceptable scores on the verbal, quantitative, and analytical sections of the Graduate Record Examination. Please note that the Department generally seeks M.A. students with a combined score of 1100 on the verbal and quantitative sections of the GRE and a 4.5 on the analytical section.
- A 3.0 or above cumulative undergraduate grade-point average, with at least some previous coursework in Political Science.
- Two letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Political Science.
- Official transcripts from all colleges and/or universities applicant has attended
- Personal statement of goals for political science degree
- Applicant may submit an optional writing sample of no more than 10 pages

Degree Requirements
Both masters and doctoral students must be registered for a minimum of three (3) semester hours the semester of completion of all degree requirements.

Master of Arts (33 hours)
Specializations:
General Political Science
American Politics
International and Comparative Politics
Professional Political and Governmental Practices
Joint Master of Arts in Political Science and Master of International Business

1. Two elective courses may be taken in a field other than Political Science with permission of the graduate director.
2. Options:

   Thesis option:
   a. A minimum of six hours of Pols 8999, Thesis Research.
   b. A thesis.
   c. A thesis defense completed according to departmental guidelines.

   Non-thesis option:
   a. Six additional semester hours of coursework in graduate Political Science courses.
   b. A research paper completed according to departmental guidelines.

CONCENTRATION IN COMPARATIVE AND INTERNATIONAL POLITICS

1. Pols 8800. Elements of Research Design
2. Pols 8810. Uses of Intermediate Statistics in Political Science Research
3. Pols 8200 and Pols 8400
4. Choose five courses from comparative and international politics. Two of these courses may be taken in other departments with approval of graduate director.

5. Options:
   1. Thesis option:
      1. A minimum of six hours of Pols 8999, Thesis Research.
      3. A thesis defense completed according to departmental guidelines.
   2. Non-thesis option:
      1. Six additional semester hours of coursework in graduate Political Science courses.
      2. A research paper completed according to departmental guidelines.

CONCENTRATION IN AMERICAN POLITICS

1. Pols 8800. Elements of Research Design
2. Pols 8810. Uses of Intermediate Statistics in Political Science Research
3. Pols 8100. Seminar in American Politics
4. Choose six courses in American Politics. Two of these courses may be taken in other departments with approval of graduate director.

5. Options:
   1. Thesis option:
      1. A minimum of six hours of Pols 8999, Thesis Research.
      3. A thesis defense completed according to departmental guidelines.
   2. Non-thesis option:
      1. Six additional semester hours of coursework in graduate Political Science courses.
      2. A research paper completed according to departmental guidelines.

CONCENTRATION IN PROFESSIONAL GOVERNMENTAL AND POLITICAL PRACTICES

This program is especially designed for people who plan to be political science practitioners. It is particularly helpful for those who plan to be involved in campaigns, elections, lobbying, bureaucratic or legislative politics, developing or analyzing public policy, or covering governmental agencies for media outlets. The program is a terminal degree, which does not require a thesis. Students wishing to pursue a doctorate should write a thesis and fulfill the other requirements of the general M.A. program.

Degree Requirements:

1. POLS 8800: Elements of Research Design

2. POLS 8810: Uses of Statistics in Political Science Research

3. Each student should take eleven courses from the following areas of practice. Six of these courses should be ones with an asterisk beside it; and there should be two courses with an
asterisk in at least three of the eight areas below. All students must include within the eleven courses the two courses in methods with two asterisks beside them.

**A. Political Communication & Negotiation Practices**
* Public Opinion & Political Communication
* Political Negotiation
* Media and Politics

**B. Campaign & Election Practices**
* Electoral Behavior
* Campaign Organization & Mgt.
* Survey Research

**C. Lobbying Practices & Group Behavior**
* Studies in American Legislative Process
* Studies in Political Parties & Interest Groups
  Presidential Politics
  Southern Politics
  African-American Politics
  Women & Politics

**D. Administrative Practices**
* Bureaucratic Politics
* Public Budgeting & Finance
* Administrative Law
  Program Planning & Evaluation
  Ethics and Public Administration

**E. Federal Practices**
* American Constitutional Law
* Seminar in Civil Liberties
* State Government
* Urban Government
  American Political Thought

**F. Public Policy & Political Economy Practices**
* Comparative Political Economy
* Policy Analysis
  Politics of the Environment
  Politics of Social Welfare
  Politics of Education
  Studies in Public Policy

**G. International Practices**
* International Political Economy
* International Law
* International Development
* International Organizations
* European Politics
* Latin American Politics
Political Science Self Study-Appendices
November 2006

* U.S. - China Relations
* Asian Politics
* Middle East Politics
* African Politics
* U.S. Foreign Policy

H. Methodological Practices
** Research Design
** Intermediate Statistics
Survey Research
Applied Political Research & Demography
Studies in Political Research

I. *Internship (3 or 6 hours)

NOTE: Up to two courses in departments outside of Political Science may be used if relevant and with permission of the Graduate Director.

4. A research paper completed according to departmental guidelines .

Credentials in Professional Practices
M.A. students may study to develop expertise in particular applied political science areas. The Department will issue a letter recognizing successful completion of each area:

A. Political Communication & Campaigning
Requirements: Take five courses from area A, B, and C (see professional practices section above) and have a grade point average of 3.3 in those courses.

B. American Federalism & Administrative Practices |
Requirements: Take five courses in Area D and E and earn a grade point average of 3.3 in those courses.

C. Policy Analysis & Political Economy
Requirements: Take five courses in Areas F and H (not including Research Design and Intermediate Statistics) and earn a grade point average of 3.3 in those courses.

D. International Practices
Requirements: Take five courses in Area G and earn a grade point average of 3.3 in those courses.

E. Applied Methodological & Social Science Statistical Skills
Requirements: Take five courses in Area H and earn a grade point average of 3.3 in those courses.

NOTE: These credentials are also available to students in the general M.A. and Ph.D. programs. These letters are also available as a stand-alone option.
**Joint Master Degrees in International Affairs and International Business**

Students may earn a Master of International Business (MIB) and the Master of Arts in Political Science with a concentration in international affairs by completing the requirements of each degree. The program allows students to use some courses in each degree to satisfy the requirements of the other.

To be accepted into the joint program, students will have to be admitted separately into the graduate program of each department. In addition, students will have to satisfy any and all prerequisites of each degree program.

Each department accepts nine graduate hours of coursework, as defined below, from the other department toward the fulfillment of the 33 hours required in each of the two degree programs. Specifically, the Department of Political Science accepts the three required courses in the MIB curriculum toward the 33 hours required by the M.A. degree. The Department of International Business accepts six hours of graduate coursework in the fields of international politics or comparative politics in Area F of its curriculum and three hours of graduate coursework in the fields of international politics or comparative politics in Area D of the MIB curriculum.

Students who have completed MBA 8011 or DSc 3100 will be exempt from completing the requirements of POLS 8800 and 8810 and may therefore substitute other graduate courses for them. Students considering writing a thesis or entering the doctoral program in Political Science should consult with the graduate director before exempting POLS 8800 and 8810. Students having completed POLS 8810 need not take MBA 8011 or DSc 3100 in order to be admitted to the MIB program.

While serving the international internship of the MIB degree, students may be able to collect data for the thesis requirement of the Political Science degree. Students must consult with the graduate director of Political Science about this possibility and should do so at least three months prior to departure. A thesis committee composed of two members of the faculty of Political Science and a member of International Business may be used. For information about the Institute for International Business (IIB) at the J. Mack Robinson College of Business please visit their website.

**Inquiries**

For more information about this and other MA-level specializations, please contact:

**Director of Graduate Studies**
Georgia State University
Department of Political Science
1005 General Classroom
Atlanta, GA 30303

phone: 404-651-3155
fax: 404-651-1434

e-mail: polgraddirector@langate.gsu.edu
http://www.gsu.edu/~wwwpol/
MA Thesis Procedures

Students are urged to begin thinking about their research topic as they progress through coursework. When courses have been completed, students may register for the required number of POLS 8990 credits and begin the formal procedure for thesis work. The following procedures have been established for the supervision, presentation, and approval of theses:

1. Committee
   Thesis committees must have three members of the graduate faculty of the Department of Political Science. Additional members from inside or outside the department may be appointed with approval of the graduate director. Students preparing to write a thesis must meet with the Director of Graduate Studies to initiate the process of constituting a committee. Completion of a “Declaration of Intent” form is required.

2. Research Design
   There shall be an oral presentation of the research design. The session at which the presentation is made shall be open to all members of the faculty and to others. The acceptability of the research design shall be determined by at least a two-thirds vote of the members of the thesis or dissertation committee.

   Two copies of the research proposal shall be made available in the office of the Graduate Director at least one week in advance of the oral presentation. Members of the faculty must be notified by the thesis committee chairperson of both the date of the oral presentation and the availability of the research design. The date selected by the chairperson and student must be approved by the Director of Graduate Studies.

3. Thesis Expectations
   The M.A. thesis should follow the format of an article in a Political Science research journal, normally running 10,000 words (approximately 40 pages). It will include an abstract, introduction, literature review closely related to statement of problem, formal statement of hypothesis/hypotheses, description of research methods, findings and analysis, conclusion and bibliography. The thesis will present the results of primary research, original theoretical contribution, or creative approach to a problem. It should be of a quality suitable for submission to a professional conference or research journal.

4. Defense
   There shall be a final oral defense of the thesis. The defense shall be administered by the thesis committee. The defense shall be open to all members of the faculty and to others. The acceptability of the thesis shall be determined by at least a two-thirds vote of the members of the committee.

   Two copies of the thesis to be defended shall be made available in the office of the Graduate Director at least one full week in advance of the defense. Members of the faculty must be notified by the thesis committee chairperson of both the date of the defense and the availability of the final typed copies of the thesis. The date selected by the chairperson and student must be approved by the Director of Graduate Studies.

5. Reproduction
   The defended and approved thesis must be submitted to the Graduate Office of the College of Arts and Sciences. Specific guidelines regarding the thesis format and
submission requirements are available from the Graduate Office or from the Assistant to the Political Science Graduate Director.

**Non-Thesis Option for M.A.**

Students pursuing any of the M.A. curricula (general or specialized) may choose not to write a thesis. Students might choose the non-thesis option if they wish to consider the M.A. their terminal degree, but we encourage those students wishing to pursue the Ph.D. degree to follow the full thesis option.

Students choosing the non-thesis option should know the following:

1. They are expected to take 33 hours of coursework (rather than the 27 hours required under the thesis option). All other course requirements are the same as under the thesis option. This is a College requirement and cannot be waived by the Department.

2. The non-thesis research paper should be a seminar paper, extended and enhanced to meet the standards of a conference paper presentation. These standards include a statement of the problem, questions or hypotheses raised by the problem, and either a major review and critique of the literature addressed to the problem and relevant questions, or original research on that problem and relevant questions. Conference papers are normally 20 to 40 pages in length and should address an important problem, reflect knowledge of the relevant literature as it pertains to the questions, and provide preliminary answers based on competent research to the questions raised by the problem.

3. The paper must be approved by a committee composed of the advisor and one additional faculty member. The committee is to be approved by the departmental Director of Graduate Studies.
Doctoral Program

Admission Requirements
For information about application and general admission requirements, see applications and admissions. In addition to the general requirements of the College of Arts and Sciences, the Department of Political Science has the following requirements:

Applicants to the Ph.D. program must submit:

- Evidence of an MA degree in Political Science. For applicants with a JD or MA in other fields, additional coursework may be required.
- Acceptable scores on the verbal, quantitative and analytical sections of the Graduate Record Examination. Most successful Ph.D applicants have a combined score of 1250 on the verbal and quantitative sections of the GRE and a 5.0 on the analytical section.
- A 3.3 cumulative grade-point average in the Master’s degree.
- Three letters of recommendation from individuals who can evaluate the applicant's potential to do graduate work in Political Science.
- Applicants to doctoral program must also submit a sample of professional writing.

DOCTOR OF PHILOSOPHY DEGREE REQUIREMENTS

- PoIS 8800 and Pols 8810.
- A minimum of thirty semester hours beyond the M.A., excluding PoIS 8800 and PoIS 8810.
- A comprehensive examination in three of the following fields: American government and politics, comparative politics, international politics, public policy and administration, and political theory. To take these exams, a student must have a 3.4 grade point average in graduate Political Science courses taken at Georgia State University. Students may take two fields if they wish to take a sub-field exam as their third exam. Students should take at least 3 courses in each of their examining fields. If a student wishes to take an exam in Public Administration, she/he should consult with the Director of Public Administration early in their coursework. Students must register for PoIS 8900 during the semester of the exams. Students may take the exams twice if necessary.
- Satisfaction of the foreign languages and research skill requirement.
- Twenty hours of PoIS 8999, Thesis Research.

Language/Research Skills Development
In addition to the required PoIS 8800 and 8810, students must demonstrate further research competency by either taking one additional methodology course (to be approved by the Graduate Director) or passing a foreign language proficiency exam administered by the Department of Modern and Classical Languages.

Ph.D. students with a major in Comparative Politics must present a foreign language. The Department strongly urges students to complete this requirement before taking the comprehensive examinations.

An international student whose native language is not English and who demonstrates proficiency in English to the Department of English may be exempted from the foreign language requirement.
The language examinations are administered by the Department of Modern and Classical Languages and emphasize translation ability. The Department of Modern and Classical Languages administers examinations in French, German, Italian, Latin, Spanish, and ancient (but not Koine) Greek. Other languages must be approved by the College.

Comprehensive Examinations
Prior to taking comprehensive examinations, students should complete all course work and earn a 3.4 GPA for graduate Political Science courses taken at GSU. Additionally, students must register for 3 hours of POLS 8900 in the semester in which they elect to stand for comprehensive examinations.

The graduate faculty of the Department of Political Science adopted the following procedures for Ph.D. comprehensive examinations. The goal of these procedures is to develop a usable system that can accurately assess the student’s ability in each area.

- Examinations will be offered in May and December of each year.
- Ph.D. students will be tested by a two-person committee in each of the three areas selected. The graduate director will appoint the committees on a rotating basis among faculty members. All examiners must be from those faculty teaching graduate courses in the area. Students are encouraged to meet with their advisor and with appointed committee members well before the exams to discuss the scope and form of the questions and to receive an evaluation as to whether the student is prepared for the examination.
- The committee will develop and grade the comprehensive examination, assigning it a grade of high pass, pass, or inadequate. Any written exam that receives an inadequate evaluation has been failed and may be retaken once. If the response to the second examination is also inadequate, the comprehensive examination is failed and the student shall be subject to scholastic termination.
- After all three field examinations have been passed, the graduate director will schedule an oral examination. The oral examination committee will consist of three members of the written examination committee, one from each area tested. One member of the committee will be appointed to chair the oral examination. This committee will be selected by the graduate director in consultation with the student. The oral examination is pass/fail, and if failed, may be retaken once.
- One area of examination may be defined as a sub-field in one of the major areas of political science in which a student is being examined. If a sub-field is selected, it must be approved by the graduate director, and a minimum of three courses must be taken in this sub-field, in addition to coursework in the major field. There must be different examiners in the major and the sub-field exams. Inability to find a second examiner in the sub-field would be strong evidence that this area is not suitable for examination.
- Students who successfully pass the oral examination are expected to defend a dissertation proposal within 90 days of the oral exam date.
- A complete guide to comprehensive examination procedures and expectations is available from the Assistant to the Graduate Director.

Thesis/Dissertation Procedures
Students are urged to begin thinking about their research topic as they progress through coursework. When coursework, language/research skill requirements and comprehensive examinations have been completed, students may register for the required number of POLS
8990 credits and begin the formal procedure for dissertation work. The following procedures have been established for the supervision, presentation, and approval of dissertations:

1. Committee
   Dissertation committees must have three members of the graduate faculty of the Department of Political Science. Additional members from inside or outside the department may be appointed with approval of the graduate director.

2. Research Proposal
   There shall be an oral defense of the research proposal. The session at which the presentation is made shall be open to all members of the faculty and to others. The acceptability of the research design shall be determined by at least a two-thirds vote of the members of the dissertation committee.

   Two copies of the research design shall be made available in the office of the Graduate Director at least two weeks in advance of the oral presentation. Members of the faculty must be notified by the dissertation committee chairperson of both the date of the oral presentation and the availability of the research design. The date selected by the chairperson and student must be approved by the Director of Graduate Studies.

3. Defense
   There shall be a final oral examination directed primarily at the defense of the dissertation. The examination shall be administered by the dissertation committee. The defense shall be open to all members of the faculty and to others. The acceptability of the dissertation shall be determined by at least a two-thirds vote of the members of the committee.

   Two copies of the dissertation to be defended shall be made available in the office of the Graduate Director at least two weeks in advance of the defense. Members of the faculty must be notified by the chairperson of both the date of the defense and the availability of the final typed copies of the dissertation. The date selected by the chairperson and student must be approved by the Director of Graduate Studies.

4. Reproduction
   The defended and approved dissertation must be submitted to the Graduate Office of the College of Arts and Sciences. Specific guidelines regarding the format and submission requirements of completed dissertations are available from the Graduate Office or from the Assistant to the Political Science Graduate Director.

Admission to Doctoral Candidacy
Upon successful completion of all coursework, language/research skill requirements and comprehensive examinations, and approval of the dissertation research topic, students will be admitted to doctoral candidacy. Admission to candidacy must be achieved within four calendar years of admission to the doctoral program. Students must apply with the graduate office for admission.
## Appendix D4
### Courses Offered by Department FY 2004-2006

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Term/Year</th>
<th>Level</th>
<th>Section #</th>
<th>Total Students</th>
<th>Average Students per Section</th>
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<td>POLS 1101</td>
<td>American Government</td>
<td>Summer 2003</td>
<td>Undergrad</td>
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<td>POLS 2401</td>
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<td>POLS 4131</td>
<td>Civil Liberties &amp; Rights</td>
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<td>POLS 4427</td>
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<td>POLS 4940</td>
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<td>Summer 2003</td>
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<td>POLS 6999</td>
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<td>POLS 8427</td>
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<td>POLS 8980</td>
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<td>48</td>
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<tr>
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<td>Fall 2006</td>
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<td>Level</td>
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<td>POLS 4955</td>
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<td>Undergrad</td>
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<td>Grad</td>
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<td>Fall 2006</td>
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<td>Fall 2006</td>
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<td>15</td>
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<tr>
<td>POLS 8800</td>
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<td>Fall 2006</td>
<td>Grad</td>
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<tr>
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<td>Fall 2006</td>
<td>Grad</td>
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<td>15</td>
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<tr>
<td>POLS 8980</td>
<td>Directed Readings in Special Areas</td>
<td>Fall 2006</td>
<td>Grad</td>
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<td>Fall 2006</td>
<td>Grad</td>
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<tr>
<td>POLS 8999</td>
<td>Thesis Research</td>
<td>Fall 2006</td>
<td>Grad</td>
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### Appendix D5: Summary Survey Results

#### Appendix D5(1): General Undergraduate Responses

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<th>SD</th>
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<td>1</td>
<td>Faculty members in the department are interested in the academic development of undergraduate majors.</td>
<td>3.87</td>
<td>1.03</td>
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<tr>
<td>2</td>
<td>The undergraduate program of study is academically challenging.</td>
<td>4.06</td>
<td>1.04</td>
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<tr>
<td>3</td>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>4.18</td>
<td>1.04</td>
</tr>
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<td>4</td>
<td>I feel the undergraduate program is preparing me for my professional career and/or further study.</td>
<td>3.8</td>
<td>1.13</td>
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<td>5</td>
<td>There is open communication between faculty and undergraduate students about student concerns.</td>
<td>3.66</td>
<td>1.18</td>
</tr>
<tr>
<td>6</td>
<td>Class size is suitable for effective learning.</td>
<td>3.67</td>
<td>1.25</td>
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<td>7</td>
<td>Academic advisement available in the department</td>
<td>3.15</td>
<td>1.23</td>
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<td>8</td>
<td>Career advisement available in the department</td>
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<td>9</td>
<td>Availability of faculty to students outside the classroom</td>
<td>3.73</td>
<td>0.945</td>
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<td>10</td>
<td>Effectiveness of teaching methods used by faculty</td>
<td>3.91</td>
<td>0.859</td>
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<tr>
<td>11</td>
<td>Procedures used to evaluate student performance</td>
<td>3.74</td>
<td>0.94</td>
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<td>12</td>
<td>Frequency of undergraduate major course offerings</td>
<td>3.14</td>
<td>1.19</td>
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<tr>
<td>13</td>
<td>Variety of undergraduate major course offerings</td>
<td>3.3</td>
<td>1.24</td>
</tr>
<tr>
<td>14</td>
<td>Clarity of degree requirements</td>
<td>3.7</td>
<td>1.17</td>
</tr>
<tr>
<td>15</td>
<td>My professors integrate technology in the classroom in a way that enhances my ability to learn.</td>
<td>3.35</td>
<td>1.09</td>
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<tr>
<td>16</td>
<td>In your major courses, how much attention and emphasis is given to improving writing skills</td>
<td>3.11</td>
<td>0.951</td>
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<tr>
<td>17</td>
<td>How many times have you attended speakers, professional programs, or participated in internships offered by the department?</td>
<td>0.95</td>
<td>0.967</td>
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### Appendix D 5(2) Undergraduate Course Offerings

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<th>Response</th>
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<td>Were there courses in the political science department that you wanted to take but were unable to do so?</td>
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<tr>
<td>Yes</td>
<td>131</td>
<td>67.9</td>
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<td>No</td>
<td>62</td>
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### Appendix D 5(3) Undergraduate Reasons for Inability To take Course

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<td>Not offered</td>
<td>34</td>
<td>25.2</td>
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<tr>
<td>Class was full</td>
<td>33</td>
<td>24.4</td>
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<tr>
<td>Schedule conflict</td>
<td>58</td>
<td>43</td>
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<tr>
<td>Lack of professors to teach</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>It was a graduate level class</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Classes not offered in the evening</td>
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<td>1.5</td>
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<tr>
<td>Canceled at the last minute</td>
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<td>0.7</td>
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<tr>
<td>I was a double major</td>
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<td>0.7</td>
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<tr>
<td>All of the above</td>
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<td>0.7</td>
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<tr>
<td>Some classes are not offered during the summer</td>
<td>1</td>
<td>0.7</td>
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<tr>
<td>I was dropped from class due to nonpayment of fees</td>
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<td>0.7</td>
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<tr>
<td>Limited number of offering</td>
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<td>0.7</td>
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<tr>
<td>Course Area</td>
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<td>American Government</td>
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<td>Comparative Politics</td>
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<td>International Relations</td>
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<td>Political Theory</td>
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<td>Research Methodology</td>
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<td>EU courses</td>
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<td>Pre-law/Law</td>
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<td>Politics and Media</td>
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<td>African-American Politics</td>
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<td>Political Economy</td>
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<td>Constitutional Law</td>
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<td>Arab-Israeli Conflict</td>
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<td>Civil Liberties</td>
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<td>Asian Politics</td>
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<td>Budgets and Finance of Governments</td>
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<td>Judicial</td>
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<td>Election Law</td>
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Table D(5) Graduate Survey Responses

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<th>Item</th>
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<td>Faculty members in the department are interested in the academic</td>
<td>4.13</td>
<td>0.978</td>
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<tr>
<td>development of graduate majors.</td>
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<tr>
<td>The graduate program of study is academically challenging.</td>
<td>4.36</td>
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<tr>
<td>Faculty in the department are appropriately prepared for their courses.</td>
<td>4.41</td>
<td>0.85</td>
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<td>I feel the graduate program is preparing me for my professional career and/or further study.</td>
<td>3.97</td>
<td>1.08</td>
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<td>There is open communication between faculty and graduate students about student concerns.</td>
<td>3.66</td>
<td>1.3</td>
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<td>Class size is suitable for effective learning.</td>
<td>4.26</td>
<td>0.966</td>
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<td>Academic advisement available in the department</td>
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<td>Career advisement available in the department</td>
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<tr>
<td>Availability of faculty to students outside the classroom</td>
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<td>Effectiveness of teaching methods used by faculty</td>
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<td>Procedures used to evaluate student performance</td>
<td>4.1</td>
<td>0.94</td>
</tr>
<tr>
<td>Frequency of graduate course offerings</td>
<td>3.13</td>
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</tr>
<tr>
<td>Variety of graduate course offerings</td>
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<td>Clarity of degree requirements</td>
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<td>0.946</td>
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<td>Please rate the adequacy of computing and word processing facilities available to you in the department.</td>
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<tr>
<td>Please rate the adequacy of the department's resources to support graduate students.</td>
<td>3.16</td>
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Appendix D6  
Advisement Procedures

Undergraduate Advisement Procedures

All declared undergraduate political science majors are assigned a faculty advisor in a field or subfield appropriate to their desired concentration. Each advisee is then urged to make an appointment with their advisor to review requirements for the major, including courses appropriate to the major and general requirements for graduation. The faculty member reviews the Pace/Cap form and then advises the student of the courses needed to fulfill degree requirements. The department prefers that appointments coincide with the beginning of registration for the subsequent semester.

Graduate Advisement Procedures

Incoming graduate students prior to registration by the Graduate Director. All students are requested to come in for an advising session with the Graduate Director prior to registration for courses for the next semester. Student progress is reviewed by the Graduate Director at the end of each semester to ensure conformance with program regulations and to assess the performance of students on assistantship. In addition, advanced doctoral students and MA students working on theses are closely supervised and advised by their committee chairs and members.
**Appendix D-7 – Self Study Survey of Alumni, Graduating Seniors and Current Undergraduates**

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<th>Department Mean</th>
<th>University Mean</th>
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<td>Faculty interest in academic development of undergraduate majors</td>
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<td>3.87</td>
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<tr>
<td>Course preparation</td>
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<td>4.04</td>
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<tr>
<td>Effectiveness of teaching</td>
<td>3.91</td>
<td>3.83</td>
</tr>
<tr>
<td>Procedures used to evaluate students</td>
<td>3.74</td>
<td>3.67</td>
</tr>
<tr>
<td>Clarity of degree requirements</td>
<td>3.70</td>
<td>3.69</td>
</tr>
<tr>
<td>Frequency of course offerings</td>
<td>3.14</td>
<td>3.04</td>
</tr>
<tr>
<td>Suitable class size</td>
<td>3.67</td>
<td>3.79</td>
</tr>
<tr>
<td>Communications between students and faculty on student concerns</td>
<td>3.66</td>
<td>3.68</td>
</tr>
</tbody>
</table>

**Appendix D-8 - Evaluation Scores on Key Learning Questions for POLS 1101 and POLS 2401 for the Spring of 2006**

PolS 1001

<table>
<thead>
<tr>
<th>Total N</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 80 students/section</td>
<td>201</td>
<td>4.62</td>
<td>4.42</td>
<td>4.46</td>
<td>4.36</td>
</tr>
<tr>
<td>=/&gt; 80 students/section</td>
<td>1242</td>
<td>4.47</td>
<td>4.49</td>
<td>4.18</td>
<td>4.01</td>
</tr>
</tbody>
</table>

PolS 2401

<table>
<thead>
<tr>
<th>Total N</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 80 students/section</td>
<td>256</td>
<td>4.35</td>
<td>4.28</td>
<td>4.20</td>
<td>4.21</td>
</tr>
<tr>
<td>=/&gt; 70 students/section</td>
<td>297</td>
<td>4.40</td>
<td>4.43</td>
<td>4.00</td>
<td>4.20</td>
</tr>
</tbody>
</table>

**Table D-3 – Evaluation Scores on Key Learning Questions for POLS 3800 for the Spring of 2006**

PolS 3800

<table>
<thead>
<tr>
<th>Total N</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>4.15</td>
<td>4.25</td>
<td>4.25</td>
<td>4.00</td>
</tr>
</tbody>
</table>

\(^{3}\text{Q1: Course goals were described clearly.}
\text{Q2: Instructor was well prepared.}
\text{Q3: Instructor communicated in an understandable manner.}
\text{Q4: Instructor stimulated student thinking.}
\text{Q5: Overall instructor effectiveness.}\)
### Table D-9 – University Survey of Exiting Seniors

<table>
<thead>
<tr>
<th>Survey Category</th>
<th>Department Mean</th>
<th>University Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of courses in the major program</td>
<td>3.50</td>
<td>3.47</td>
</tr>
<tr>
<td>Quality of instruction in major program</td>
<td>3.53</td>
<td>3.41</td>
</tr>
<tr>
<td>Scholarly competence of faculty</td>
<td>3.69</td>
<td>3.57</td>
</tr>
<tr>
<td>Preparation for advanced study</td>
<td>3.37</td>
<td>3.31</td>
</tr>
<tr>
<td>Recommend GSU to close friend or relative</td>
<td>3.31</td>
<td>3.29</td>
</tr>
<tr>
<td>Variety of course offerings</td>
<td>3.30</td>
<td>3.38</td>
</tr>
<tr>
<td>Availability of courses in the major</td>
<td>2.88</td>
<td>2.93</td>
</tr>
</tbody>
</table>
APPENDIX F1

GRADUATE FACULTY STATUS

DEPARTMENTAL REQUIREMENTS

1. Promotion from assistant professor to associate or from associate to professor shall be indicative of current scholarly competence and shall entitle the faculty member to Graduate Faculty status.

2. Tenured faculty members who have Graduate Faculty status will have their status reviewed by the Graduate Committee, and its continuation recommended or denied as part of the post-tenure review process. The chair shall inform the faculty member of this recommendation as well as his or her assessment. The faculty member may provide the chair with a rebuttal. The chair will forward to the College her or his recommendation, the committee’s recommendation as well as the reply of the candidate.

University regulations for Graduate Faculty note that the “primary qualitative guideline is current scholarly competence,” and that Graduate Faculty members are expected to be “active and productive scholars” as well as effective teachers at the graduate level.

Evidence of recent active and productive scholarship shall include, but not be limited to, the publication of scholarly books (both authored and edited), refereed articles in scholarly journals, chapters in scholarly books; participation in conferences; invitations to lecture; provision of expert opinion; editorships, editorial board memberships, and service as a reviewer; and receipt of research grants.

Evidence of graduate teaching effectiveness shall include, but not be limited to, teaching awards, successful instructional innovation grants, student evaluations, student accomplishments, direction of masters theses and doctoral dissertations and service on thesis and dissertation committees, guidance of graduate students' research projects, directorship of independent studies and directed reading courses, peer reviews, innovations in course design or delivery, and publications in the area of graduate pedagogy.

In making its assessments, the Graduate Committee shall consider the faculty member’s current curriculum vita, five most recent annual reports, teaching portfolio, as required by the College, of the candidate, and any additional evidence that the candidate may wish to submit.

3. The Department may admit to Graduate Faculty status members from other departments. Such faculty should have achieved Graduate Faculty status in the departments in which they are tenured. The departmental procedures concerning faculty from other departments shall be the same as those concerning
departmental faculty, with the exception that faculty members from other departments shall have no right of rebuttal.
Appendix F2

List of Current Graduate Faculty
Department of Political Science

Michael Binford
Allison Calhoun-Brown
Henry Carey
William Downs
John Duffield
Richard Engstrom
Daniel Franklin
Scott Graves
Charles Hankla
Michael Herb
Bob Howard
Kimberly James-Jones
Jeff Lazarus
Peter Lindsay
Carrie Manning
Jennifer McCoy
David Nixon
Kim Reimann
Amy Steigerwalt

From the Department of Public Administration

Gary Henry
Lloyd Nigro
Bill Waugh

From the Department of Communication

Mary Stuckey
VITA

MICHAEL BRUCE BINFORD

University Address
Department of Political Science
Georgia State University
University Plaza
Atlanta, Georgia 30303
Telephone: 404-651-4846
e-mail: polmbb@panther.gsu.edu

Home Address
656 Wohelo Court
Stone Mountain, GA 30087
(770) 498-2989

EDUCATION

Ph.D. University of North Carolina at Chapel Hill (1979)
B.A. Vanderbilt University (1971)

TEACHING EXPERIENCE

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-</td>
<td>Georgia State University</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>1980-1986</td>
<td>Georgia State University</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>1977-1980</td>
<td>Georgia State University</td>
<td>Instructor</td>
</tr>
<tr>
<td>1975-1977</td>
<td>University of North Carolina</td>
<td>Graduate Teaching Assistant</td>
</tr>
</tbody>
</table>

RESEARCH AND TEACHING INTEREST

Electoral Politics
Public Opinion and Political Attitudes
American Government
Southern Politics

PUBLICATIONS

PUBLICATIONS
(Continued)


"Semi-projective Methods, Political Attitudes and Political Reasoning," Political Methodology, 1984, 10:413-446.


"The Democratic Political Personality: Functions of Attitudes and Styles of Reasoning, Political Psychology 4:663-684.

SCHOLARLY PRESENTATIONS


"Racial Mobilization and Turnout in Georgia Under the Motor Voter Act," with Corey Anderson, presented at the Citadel Symposium
Vita, Binford

on Southern Politics, Charleston, S.C., March 5-6, 1998.


"The Impact of Redistricting on Partisan and Ideological Polarization in Congress," with Katherine Vigilante, presented at the annual meeting of the Southern Political Science Association, Atlanta, Georgia, November 6-9, 1996.


"Andrew Young and the 1990 Governor's Contest in Georgia," presented at the Voter Education Project Workshop, "From Protest to Politics," Clark-Atlanta University, November 16, 1990.

"Impact of the Voting Rights Act on Minority Representation in Georgia," by Laughlin McDonald, Ken Johnson, and Michael Binford, presented at the 1990 annual meeting of the National Conference of Black Political Scientists, Atlanta, Georgia.


"The Relationships of Volunteers' Sex, Candidate Organization, and Feminist Ideology to Volunteers' Perceived Incentives and Activities in Campaign Organization," with Laura Mashburn and Diane Fowlkes, presented at the 1982 meeting of the Southern Political Science Association, Atlanta, Georgia, October, 1982.


"Semi-Projective Methods, Political Attitudes and Political Reasoning," presented at the 1982 American Political


PROFESSIONAL ACTIVITIES

Section chair for Political Parties, Southern Political Science Association meeting, November, 2000.


Coordinator of Master's concentration in Professional Politics, Georgia State University, 1984-present.

Graduate Director, Department of Political Science, 1993-1997.

Consultant on electoral behavior:

Provided testimony as an expert witness, depositions, and data analyses on the effects of voting systems on minority representation, and the impact of judicial incumbency on elections.

Referred manuscripts for the Journal of Politics, Western Political Quarterly, Political Psychology, and the Southern Political Review.
PUBLIC SERVICE

I am regularly interviewed by local, state, and national media (National Public Radio, CNN, WSB, WAGA, WCNN, Atlanta Journal and Constitution, WGTB, WTBS, Georgia Radio Network, WQXI) regarding elections, campaigns, and public opinion.
Allison Calhoun-Brown
Georgia State University
Department of Political Science
Atlanta, Georgia 30303
404-651-4842 fax: 404-651-1434
E-mail: acalhounbrown@gsu.edu

Curriculum Vitae
November 2006

Education

Ph.D. Emory University
Department of Political Science
Atlanta, Georgia 1994

M.A. Emory University
Department of Political Science
Atlanta, Georgia 1991

B.A. Oberlin College (with honors)
Department of Government
Oberlin, Ohio 1987

Research

Books

Chapters in Edited Volumes and Published Essays:


Publications in Peer-Reviewed Journals:


Book Reviews:


Works in Progress:

Allison Calhoun-Brown, “Thy Neighbor as Thyself: Exploring the Racial Attitudes of Evangelicals”

Allison Calhoun-Brown, “Understanding Better By and By? Politics, Black Churches and Urban Environments”

Allison Calhoun-Brown, “Shall We Look for Another? Religion and Political Leadership in the
Black Community”

Academic Appointments

Associate Professor. Georgia State University. (Spring 2000- present)
Department of Political Science

Director of Graduate Studies, Department of Political Science (Summer 2000--August 2004)
Georgia State University.

Assistant Professor, Georgia State University (Fall 1993-Spring 2000)
Department of Political Science

Instructor, Emory University. (1992-1993)
Department of Political Science

Graduate Courses:
  African American Politics
  Research Methods in Political Science
  Religion and Politics in the American Context
  Introduction to American Government
  Parties and Elections
  Electoral Behavior
  Public Opinion

Undergraduate Courses:
  African American Politics
  Politics of the Civil Rights Movement
  African American Political Thought
  Religion and Politics in America
  Introduction to American Government
  The Politics of Race

Honors and Awards

1998 Blue Key National Honor Society Outstanding Teacher Award
Georgia State University

1997 Barbara Jordan-W.E.B. DuBois Award for Outstanding Faculty
Georgia State University

Conference Presentations and Participation

American Political Science Association, Washington, DC
September 1-4, 2005
Presenter: Be Fruitful and Multiply: Church Size and the Generation of Social Capital

American Political Science Association, Washington, DC
September 1-4, 2005
Chair: Race, Religion and Politics

Henry Institute Symposium on Religion and Politics, Calvin College, Grand Rapids, MI
April 29-May 1, 2004
Presenter: In the World But Not of It? Political Churches and Community Involvement
Southern Political Science Association, New Orleans, LA
January 7-10, 2004
Discussant: African American Religion and Politics: New Research Directions

Southern Political Science Association, New Orleans, LA
January 7-10, 2004
Presenter: “Race, Gender, Term Limits and Representation” (with Dan Franklin)

Annual Meeting of the American Academy of Religion, Atlanta, GA
November 22-25, 2003
Presenter: “Religion and the 2004 Election”

Southern Political Science Association, Savannah, GA
November 7-10, 2002
Section Chair: Religion and Politics

American Political Science Association, Boston, MA
August 28-31, 2002
Panel Chair: Religion, Race and Political Empowerment in the United States

Southern Political Science Association, Atlanta, GA
November 8-11, 2000
Discussant: Panel on Race, Religion and Politics

Southern Political Science Association, Atlanta, GA
November 8-11, 2000
Panel Chair: The Politics of Identification and Mobilization

Conference on Public Influence of African American Churches, Morehouse College, Atlanta, GA
May 5-6, 2000
Presenter: “What A Fellowship: Civil Society, Black Churches and Public Life”

Georgia Political Science Association, Hilton Head, SC
February 24-26, 1999
Panel Chair and Discussant: Panel on Democracy in America

Southern Political Science Association, Savannah, GA
November 3-6, 1999
Panel Chair and Discussant: Panel on Minority Election Behavior

American Political Science Association, Atlanta, GA
September 2-5, 1999
Presenter: “This Side of Jordan: Religion and Partisanship Among African Americans”

National Conference of Black Political Scientists, Baton Rouge, LA
March 10-13, 1999
Panel Chair and Discussant: Panel on Politics in the American South
Southern Political Science Association. Atlanta, GA
October 28-31, 1998
Panel Chair and Discussant: Panel on Religion, Political Ideology and Elections

American Political Science Association. Boston, Massachusetts
September 2-6, 1998
Presenter: “Thy Neighbor as Thyself: The Racial Attitudes of the Christian Right”

Religion and the American Experiment. Oglethorpe University. Atlanta, GA
March 5, 1998

Southern Political Science Association. Norfolk, Virginia
November 5-8, 1997
Panel Chair and Discussant: Panel on African American Political Leadership: Symbols and Substance

American Political Science Association. Washington, DC
August 28-30, 1997
Presenter: “While Marching to Zion: Otherworldliness and Racial Empowerment in the Black Community”

National Conference of Black Political Scientists. Chicago, Illinois
March 12-15, 1997
Presenter: “Will the Circle Be Unbroken? The Political Involvement of Black Churches Since the 1960s”

Southern Political Science Association. Atlanta, Georgia
November 6-9, 1996

Calvin College Conference on the Christian Right. Grand Rapids, Michigan
October 4-5, 1996
Presenter: “Still Seeing in Black and White: The Challenge of Racial Diversity in the Christian Right”

Georgia Political Science Association. Savannah, Georgia
February 22-24, 1996
Convener and Discussant: Panel on Religion and Politics

Southern Political Science Association. Tampa, Florida
November 1-4, 1995
National Conference of Black Political Scientists. Baltimore, Maryland
March 9-12, 1995
Presenter: "African American Evangelicals and Family Values: Examining Religious Beliefs
and Issue Orientations in the Black Community"

Beyond the Dream VI: Blacks in Politics--A struggle for Inclusion. Atlanta, GA
February 4, 1994
Georgia State University
Participant: Panel Discussion on Racial Inclusion in the United States

Southern Political Science Association. Savannah, Georgia
November 4-6, 1993
Presenter: "African American Churches and Political Mobilization"

Invited Lectures and Interviews
“Readin’, Writin’, Rithmetic’ and Religion: Discovering the Place of Faith in Scholarship.”

“The Social Scientific Study of Black Churches: Testing Our Perceptions.” Emory University,
Candler School of Theology, October 5, 1999.

“The Importance of the Minority Perspective in Political Science.” Spelman College, April 27,
1999.


“Will the Circle Be Unbroken: the Socio-Political Involvement of African American Churches.”
Furman University, April 28, 1998.


Interview with the Greensboro News and Record, February 2, 1998. Article: “Two
Congregations, One White and One Black, Try to Bridge Racial Gap.”

Interview with the Detroit News, September 11, 1997. Article: “Church Exerts a Strong
Influence.”

Fellowships, Research Grants and Contracts

Consultant Project on Social Service Delivery and African American Churches
Georgia Institute of Technology, School of Policy Studies, Georgia Persons, Principal
Investigator
1999-2001

Consultant Public Influences of African American Churches Project
Morehouse College, R. Drew Smith, Principal Investigator
1999
Commissioned Scholar $6000
Public Influences of African American Churches Project
Morehouse College
Funded by Pew Charitable Trusts, R. Drew Smith, Principal Investigator
1999-2001

Instructional Improvement Grant $4000
"From Protest to Politics: The Changing Role of the Black Church"
Georgia State University, 1997

Research and Development Grant $4000
"The Politics of Black Evangelicals"
Georgia State University, 1996

Research Initiation Grant $5579
"Socialization in African American Churches"
Georgia State University, 1994

Research Development Grant $5179
"Developing Racial Consciousness: African American Churches and Political Resources"
Georgia State University, 1994

Fellowship for Graduate Study, 1988-1993
Emory University, Department of Political Science

Hewlett Graduate Fellowship, Summer 1991
The Carter Center
Program on African Governance and Democratization

Editorial Positions

Book Editor
*National Political Science Review* (2000-present)

Professional Activities

Executive Committee
Southern Political Science Association (2006-present)

Recording Secretary
Southern Political Science Association (2006-present)
Committee on the Status of Women in the Profession
American Political Science Association (2005-present)

Program Chair: Race and Ethnicity Section
Southern Political Science Association Meeting (2006)

Steering Committee
Southern Political Science Association (2004-2005)

Program Chair, Religion and Politics Section
Southern Political Science Association Meeting (2005)

Nominating Committee of the Elections, Public Opinion and Voting Behavior Section

Ralph Bunche Awards Committee Chair
for Best Scholarly work on ethnic and cultural pluralism (2002-2003)
American Political Science Association

Program Chair, Religion and Politics Section
Southern Political Science Association Meeting (2002)

Executive Board Member
Georgia Political Science Association (2000-2002)

Committee on the Status of Blacks in the Profession
Southern Political Science Association (2000-2002)

Program Chair, Race and Ethnicity Section.
Southern Political Science Association Meeting (2000)

Chairperson of the Religion and Politics Section
American Political Science Association (1998-1999)

Executive Committee of the Religion and Politics Section
American Political Science Association (1997-1999)

Membership Committee
Southern Political Science Association (1998-1999)


Faculty Advisor Pi Sigma Alpha
Georgia State University (1999-2000)
Georgia Vote Commission Member
Office of the Secretary of State
Atlanta, Georgia (1996-1997)

American Government College Board Test Development Committee
Educational Testing Service
Princeton, New Jersey
(July 1995-July 1996)

Teaching Assistant and Teacher Training Program
Emory University, Graduate School of Arts and Sciences
(August 1991)

Joint Carter Center/National Democratic Institute for
International Affairs
Pre-Election Fact Finding Mission
Lusaka, Zambia (Summer 1991)

Summer Program in Quantitative Methods
Inter-University Consortium for Political and Social Research
University of Michigan (1990)

Professional Affiliations
American Political Science Association
Georgia Political Science Association
National Conference of Black Political Scientists
Southern Political Science Association
HENRY F. (CHIP) CAREY

Associate Professor of Political Science
tel: 404-651-4845
Georgia State University
fax: 404-651-1434
Atlanta, GA 30303-3085
polHFC@langate.gsu.edu

EDUCATION

Feb. 1997 Ph.D. in Political Science, Columbia University
Nov.-1991 M.Phil. in Political Science, Columbia University
June 1978 Master in Public Policy, Kennedy School of Government, Harvard University
May 1975 B.A., Cum Laude, in Political Science, Yale University

OTHER EDUCATION AND GRANTS

Spring 2007 Awarded Fulbright Research and Teaching Fellowship for Nicaragua
March 2006 Workshop Grant on International Humanitarian Law and Peacebuilding, International Studies Association congress, San Diego
Sept.05, Apr.06 Expert Reports based on field research on “Electoral Preparations” to the International Mission for Evaluation of Elections in Haiti, a consortium of eight countries’ electoral commissions.
March 2004 Speaker for the US Dept. of State in the Philippines, “Rights of the People” program
July- Aug. 2003 International Research and Exchanges Board (IREX) Travel Grant to Romania on legal reform
2000-01 Board of Regents of the University system of Georgia, Office of International Education, Global Partnerships Grant Award, International Travel Fund for USG Student Interns at the Carter Center, $2,500.
May 2000 Election Observer in Haiti, Organization of American States
September 1999 Workshop Grant, International Studies Association,” “NGOs and the Rule of Law.”
May 1999 Georgia Regents Study Tour of the Philippines and Vietnam
June 1997 Faculty Seminar in Humanitarian Intervention, Carnegie Council, New York
July 1996 Faculty Seminar in Conflict Resolution, US Institute of Peace, Washington, DC
1982-1983 Took Courses at Sloan School of Business, MIT on International Finance and Dept. of Political Science, MIT on International Political Economy and Latin American Politics
July 1973 Annual Session, International Institute of Human Rights, Strasbourg, France
TEACHING EXPERIENCE

At Georgia State:
Since Autumn 1998

At Baruch, Queens, Connecticut, John Jay, Rutgers, Bard, Montclair State, and Manhattan Colleges from 1994-1998:


At Bucharest Polytechnic University, from 1992-1994, as a Civic Education Project fellow:

Taught Democratic Theory, International Human Rights, East European Politics, and Comparative Politics, with the Civic Education Project

At the Central American University in Managua, from 1989-1990, on a Fulbright grant:

Taught International Human Rights, Political Parties, Research Methods and Latin American Politics

At the Arthur D. Little Management Education Institute, 1982:

Taught International Finance and Banking

OTHER PROFESSIONAL EXPERIENCE

1993-1994
Founder and Director, Bucharest Social Science Center. Applied for and received grants totaling $45,000 from the Soros Foundation; offered two semesters of thirty social science courses taught in French, English and German; donated library books; and organized two scholarly conferences on "Internationalization and Democratization" (Dec. 15, 1993) and "National Reconciliation" (June 3-4, 1994); also Romania correspondent for Time.

1991-1992

1990-1991
Election observer for Haiti, Organization of American States (also in May 2000).

1986-1988
Office of Homeless Housing Development, Human Resources Administration, City of New York

1984-1985
Speechwriter and Policy Analyst, Office of the Lieutenant Governor, State of New York

1981-1983
Development Economist, Arthur D. Little, Inc.
PUBLICATIONS

Refereed Journal Articles:


Books

Dilemmas of NGO Peacebuilding Among Former Enemies (London: Palgrave, 2006), forthcoming

The Ethics and Politics of Torture (Westport, CT: Praeger and University of Toronto Press, 2007), forthcoming, co-author with Lisa Nevans-Locke


Non-Refereed Journal Articles:


Freedom Trail Tour of the Philippines, PS, forthcoming.

“Haiti”, Freedom Magazine (Freedom Center), forthcoming.


Edited Books/Special Issues:
The Ethical Debates on Torture (Westport, CT: Greenwood Press), Discussing contract now.

The European Union and and the Second Wave, (Lanham, MD: Rowman and Littlefield), Discussing contract now.

Editor, What Difference does the EU Make for Democratic Consolidation: the Second Round of Candidate Countries (Pittsburgh: University of Pittsburgh Press, 2007), Discussing contract now. Contributions from Part I: Michael Smith (security and democracy), Peter Gross (Mass Media), Tom Gallagher (Regulatory Process), Elaine Weiner (women), Michael Shafir (ethnic relations), Larry Watts (Intelligence), Roy Jon Gardner (corruption), and Sarah Phillips (disability rights), Part II: Zehra Arat and Thomas Smith (Turkey), Venelin Ganev (Bulgaria), Vjekoslav Perica (Croatia), Robert Weiner (Moldova), Cornel Ban (Romania), Oliver Richmond (Cyprus), Vjeran Pavlakovic (Serbia), Oliver Richmond (Cyprus), Maria Koinova (the Ukraine), and Nida Gelazis (Bosnia).


Chapters in books:


**Book Reviews:**


*Encyclopedia/Reference Entries:*


Other:


Two dozen Op-Ed articles in the Wall Street Journal, the Christian Science Monitor, the Miami Herald, the Atlanta Journal-Constitution, and the San Diego Union, and three letters in The New York Times, as well as the New Republic.


Book Manuscripts Under Review


FOREIGN LANGUAGES

Fluent in French, Spanish, and Romanian, good in Kreyol, read other Romance languages.

PUBLIC LECTURES

"The Universal Declaration of Human Rights," May 1, 1999, Georgia Institute of Technology.
"The Universal Declaration of Human Rights," June 25, 1999, Clark Atlanta University

Emory University Symposium on Reconciliation, speaking at forum on Yugoslavia with Emory Law Professor Tibor Varady, March 8, 2001.

Spoke on panel on the International Criminal Court at the Carter Center, April 2, 2001
"Legal Aspects of a war on a Iraq," Sept. 24, 2002, GSU Troy Moore Library;
"UNHCR Refugee Repatriation of Racial Minorities in Colombia," April 10, 2003, Troy Moore Library

8
"How well is the Peacekeeping Mission Faring in Iraq?" Oct. 9 2003, Troy Moore Library
"National Teach-In on Torture," October 5, 2006, Amnesty International

PROFESSIONAL ASSOCIATIONS

Vice President of the Society for Romanian Studies, (1999-present);
Co-Chair of the Haiti-Dominican Republic section of the Latin American Studies Association, (1999-present, re-elected twice); Treasurer 1998
co-Chair of the Law and Society section of the Latin American Studies Association (1999-2003);
Secretary, Vice President and President of the International Law section of the International Studies Association (one year terms, 2002-2005)
WILLIAM M. DOWNS

Curriculum Vitae

POSITION: Associate Professor and Chair
Department of Political Science
Georgia State University

ADDRESS: Department of Political Science
Georgia State University
P.O. Box 4069
Atlanta, Georgia 30302-4069
Tel: (404) 651-4837
Fax: (404) 651-1434
E-mail: polwmd@langate.gsu.edu

Home: 5745 Dovnick Drive
Lilburn, Georgia 30047
Tel: (770) 564-0756

EDUCATIONAL BACKGROUND:
Ph.D. Emory University May 1994 Political Science
M.A. Emory University May 1990 Political Science
B.A. North Carolina State Univ. May 1988 Political Science/Journalism
(summa cum laude with honors)

ACADEMIC APPOINTMENTS:
Georgia State University—Chair, Department of Political Science (from January 2006)

Georgia State University—Director of Graduate Studies, Department of Political Science
(2004-05)

Georgia State University—Associate Professor, Department of Political Science (2003-
present)

Georgia State University—Assistant Professor, Department of Political Science (1997-
2003)

Emory University - Visiting Assistant Professor, Department of Political Science
(Academic Year 1996-1997)
Aarhus University, Denmark - Guest Lecturer in American and Comparative Studies, Department of Political Science (August 1995-July 1996)

Odense University, Denmark - Guest Lecturer and Research Scholar, Department of Commercial Law and Political Science (August 1994-July 1995)

Harvard University - Predoctoral Fellow, Minda de Gunzburg Center for European Studies (September 1993-July 1994)

Emory University - Teaching Associate in Political Science (1991-1992)

PUBLICATIONS

Book and Book Chapters


Edited Volume

Journal Articles


**Manuscripts Under Review**

“Responding to Populism Without Succumbing to It: Social Democratic Responses to Immigration Challenges in Europe.” Revise and Resubmit at *Nationalism and Ethnic Politics*. 
"A Project ‘Doomed to Succeed’? Informational Asymmetries, Euroskepticism, and Threats to the Locomotive of Integration." Revise and Resubmit at *Journal of European Integration/Revue d'Integration Européenne*.

**Review Essays**


**Reviews**


We, the People of Europe?: Reflections on Transnational Citizenship. By Étienne Balibar (Princeton University Press, 2004) for Choice 42 (September 2004).


The European Union and the Member States: Cooperation, Coordination, and Compromise, edited by Eleanor E. Zeff and Ellen B. Pirro (Boulder: Lynne Rienner, 2001) and Constructing Europe's Identity: The External Dimension, edited by Lars-Erik


**Norway: Elites on Trial.** By Knut Heidar (Westview, 2001) for *Choice* 38:11/12 (July/August 2001): 2030.


**Theories of European Integration.** By Ben Rosamond (St. Martin's Press, 2000) for *Choice* 38:2 (October 2000): 407.


Other Published Works


EDITORIAL POSITIONS:
Co-Editor, E-Extreme, a publication of the European Consortium for Political Research’s Standing Group on Extremism and Democracy (beginning Summer 2005).

Editorial Board (1990-92), Africa Demos, a monthly publication of the Carter Center’s Project on Comparative Transitions to Democracy.
RESEARCH AND INSTRUCTIONAL GRANTS:
Georgia State University, Office of the Provost — “Increasing Retention, Progression, and Graduation in Political Science” ($50,000, 2006-07).

Georgia State University, Office of the Provost — “Democracy and Extremism: A Partnership Connecting Georgia State University, Queen’s University Belfast (Northern Ireland) and the University of Pretoria (South Africa)” ($8,000).

Georgia State University, Office of the Provost — “Assessing Writing Effectiveness in the Undergraduate Core Curriculum” ($2,000, Summer 2004).

University System of Georgia, European Union Center — Instructional Grant for Teaching the EU Online, “The Political Economy of Euroskepticism” ($5,800, Spring 2004).

Georgia State University, Writing Across the Curriculum Program — “Enhancing Writing Skills Through Global Issues (POLS 2401) and WebCT” ($10,700, Summer 2001).

University System of Georgia, European Union Center - Travel/Research Grant - “Catalonia: A Model for Regional Assertiveness in the EU?” ($1,500, January-August 2001).


University System of Georgia, Connecting Teachers and Technology Grant - “Global Issues Enhancement Project: Using Technology in the Classroom Initiative” ($4,000, May 2000).


Commission of the European Union - ERASMUS Program grant to support course development for the European Summer School in Local Government Studies, Odense University ($16,000, July 1995).

Emory University Graduate School - Survey Research Grant for “Comparative Investigation of Local and Regional Coalition Processes” ($5,000, May 1992).

Emory University Graduate School - Grant for intensive summer study of French ($2,500, 1991).

Emory University Graduate School - Grant for study at ICPSR Summer Program in Quantitative Methods of Social Research, University of Michigan ($300, 1990).

North Carolina State University - Grant for summer study abroad, University of London ($1,000, 1985).

North Carolina State University - College of Humanities and Social Sciences Scholarship for undergraduate study ($1,000, 1985-86).

North Carolina State University - Wake County Merit Scholarship for undergraduate study ($1,000, 1984-85).

FELLOWSHIPS:
Danish Research Academy - Danish Visiting Scientist Fellowship Program, support for research and teaching at Odense University, Denmark (August 1994-July 1995)

Harvard University - National Predoctoral Fellowship, Minda de Gunzburg Center for European Studies, Program for the Study of Germany and Europe (September 1993-July 1994)

Belgian-American Educational Foundation Research Fellowship - Université Libre de Bruxelles (September 1992-August 1993)

Council for International Educational Exchange - Fulbright Research Fellowship, Centre de Recherches et d'Information Socio-Politiques, Brussels, Belgium (September 1992-June 1993)

Hewlett Graduate Research Assistantship - Carter Center of Emory University, African Governance Program Project on Comparative Democratization (1990-91)

Emory University - Teaching Assistant and Teacher Training Program, Graduate School of Arts and Sciences (1991)

Emory University Graduate School - Fellowship for graduate study (1988-92)

CONFERENCE PAPERS AND PARTICIPATION

Conference Organization

“Regionalism in the European Union” (http://www.gsu.edu/~polwmd/Europe.html), April 19-20, 2001 on the campus of Georgia State University. Funded by a grant from the European Union Center of the University System of Georgia, the conference brought together more than 30 scholars and practitioners from the United States and Europe to discuss regional economic/political disparities, EU regional policy, and development of regional/local institutions in Central and Eastern European accession states.

Papers

“Responding to Populism Without Succumbing to It: Social Democratic Responses to Immigration Challenges in Europe.” Paper prepared for presentation to the Panel on Immigration and Parties in Europe at the annual meeting of the American Political Science Association (Philadelphia, August 30-September 1, 2006).

“Responding to Populism Without Succumbing to It: Social Democratic Responses to Immigration Challenges in Europe.” Paper prepared for presentation to the Panel on the European Union at the annual meeting of the Georgia Political Science Association (Savannah, 10-12 November 2005).


“Democratization Via Decentralization in the Global Economy: European Subnational Governments as Model Entrepreneurs?” Paper presented at the panel on “Globalization and Democracy” at the 2002 meeting of the Japanese Political Science Association in conjunction with the APSA-JPSA exchange (Matsuyama City, October 5-6, 2002).


"Pariahs in their Midst: How the Establishment Reacts to Extremist Threats." Paper presented at Southern Political Science Association Meeting (Savannah, November 4-6, 1999).


"Recent Developments in the Study of Local Government Formation." Paper presented to the Nordisk Kommunalforskningskonference (Odense, Denmark; December 2-6, 1994).


Chair, Discussant, and Roundtable Panelist
Discussant, "The European Union," a panel of the annual meeting of the Georgia Political Science Association (Savannah, 16-18 November 2006).

Discussant, "European Parliamentary Behavior and Decision Making," a panel of the annual meeting of the Southern Political Science Association (Atlanta, 5-7 January 2006).


Discussant, "European Union," a panel of the annual meeting of the Georgia Political Science Association (Savannah, 12-13 November 2004).

Panelist, "Active Learning and Writing with Technology in Political Science," Georgia State University Teaching and Learning EXPO (March 26, 2003).

Discussant, "The Changing Situation of Political Parties in Western Democracies," a panel of the 2002 meeting of the Southern Political Science Association (Savannah, November 6-9, 2002).

Chair and Discussant, "Subnational Politics in Western Democracies," a panel of the 2001 meeting of the Southern Political Science Association (Atlanta, November 7-10, 2001).

Chair and Discussant, "Issues and Concerns for Teaching Political Science," a panel of the 2001 meeting of the Southern Political Science Association (Atlanta, November 7-10, 2001).


Chair and Discussant, "Regions and Regional Institutions in the European Union Policy Process," a panel of the 2000 meeting of the Southern Political Science Association (Atlanta, November 8-11, 2000).


Chair and Discussant, "The US-European Agenda," a panel of the Southern Center for International Studies' Fifth Annual Europe Seminar: "Reinventing Europe: The Political and Business Challenges" (Atlanta, October 20, 2000).
Chair and Discussant, "Comparative Perspectives on the Nation-State and Democracy in a Global Era,” a panel of the 2000 meeting of the Georgia Political Science Association (Hilton Head, February 24-26, 2000).

Chair and Discussant, “Political Conflict in Europe,” a panel of the 1999 meeting of the Southern Political Science Association (Savannah, November 3-6, 1999).

Discussant, “Political Careers at the Subnational Level from a Comparative Perspective,” a panel of the 1999 meeting of the American Political Science Association (Atlanta, September 2-5, 1999).


Chair and Discussant, “Research Issues in the Study of the EU” Panel at the 1997 Annual Meeting of the Southern Political Science Association (Norfolk, November 6-8, 1997).

Chair, “European ‘Federalism’ and its Encroachment on National Institutions,” a Panel of the Workshop on Comparing Interest Group Representation in West European Federations (Emory University, October 10-11, 1997).


INVITED LECTURES AND INTERVIEWS:


"Coalition Politics." Telephone interview on Jamaican news radio program "The Breakfast Club" (October 24, 2005).

"Freshwater and Foreign Policy." Great Decisions Study Group (Atlanta, GA), March 21, 2005.


"United Kingdom: Roots of the Culture." Lecture to US-based Georgia Pacific and Owens-Corning employees relocating to the UK (Atlanta, GA, April 26, 2002).


“Multiparty Politics in Europe's Regional Parliaments.” Lecture to West European Politics class at Emory University (November 16, 2000).

“Racism in the European Union.” Lecture to Honors Class on Racism and Foreign Policy (Georgia State University), April 10, 2000.


“The European Union and the Future.” Lecture to the Senior University of Atlanta (February 21, 2000 at Mercer University).


TEACHING EXPERIENCE

Graduate Level
- Comparative Politics
- Comparative Political Economy
- Comparative Representative Institutions: Parties and Legislatures
- Comparative Local and Regional Government
- Methodology of Comparative Political Analysis
- European Politics
- Political Negotiation
- Reinventing Government: The Politics of Reform in Europe and America
- Intergovernmental Relations: Theories, Problems, and Cases of Multi-Level Governance
- Director, "Comparative Methods in the Study of Subnational Politics" - First Annual Summer School in Local Government Studies (Odense University, Denmark; July 1995)

Undergraduate Level
- Comparative Politics
- Global Issues
- European Politics
- West European Politics
- Political Economy of Euroskepticism
- European Union
- Comparative Political Economy
- Political Negotiation
- Contemporary African Politics

HONORS AND AWARDS
Nominated by Department of Political Science for "Outstanding Junior Faculty Award," College of Arts and Sciences, Georgia State University (2000, 2001, 2002).

APSA-JPSA Exchange Delegate - Chosen to represent American Political Science Association at the 2002 meeting of the Japanese Political Science Association (Matsuyama City, October 2002).

Initiated into Alpha Lambda Chapter of Phi Beta Delta, the honor society recognizing scholarly achievement in international education (April 2001).


North Carolina State University – William Block Award, Highest Honor Given by Department of Political Science to Graduating Senior "ranking first academically in political science class of 1988" (May 1988).

DEPARTMENTAL, UNIVERSITY SYSTEM, AND PROFESSIONAL SERVICE

Chair, Department of Political Science (from January 2006)
Responsibilities include: implementation of the policies of the System, University, College and departmental faculty; providing leadership to the Department; overall oversight of departmental research, instruction and service.

Director of Graduate Studies (August 2004-2005)
Responsibilities include recruitment of new MA and Ph.D. students, program development, management of graduate budget, and overall coordination of the most comprehensive political science graduate programs in the University System of Georgia.

Steering Committee and Executive Committee, USG European Union Studies Certificate Program
European Union Studies Certificate Program - As GSU representative to the system-wide EU Studies Certificate Steering Committee, helped develop a six-course curriculum designed to provide in-depth study on the EU that cuts across traditional disciplines and typically has a "real life" application in a professional context.

Sigma Iota Rho (EIP) Faculty Advisor
Established and maintain university chapter of national honor society for the study of international affairs. Developed web site for university chapter.

Departmental and University Committee Membership

College and University Service
- University Senate (since January 2006)
- Chair, Senate Subcommittee on Human Resources (2006-07)
- Member, Senate Budget Committee (2006-08)
- Member, Senate Planning and Development Committee (2006-08)
- University Strategic Plan Committee for 2005-2010
- Academic Programs and Continuing Education (APACE) Subcommittee on Assessing Learning Outcomes in General Education Core
- Academic Programs and Continuing Education (APACE) Subcommittee on Writing Across the Curriculum
- Committee on Graduate Studies/Graduate Council (office held: Secretary)
- Executive Committee, Georgia State University Center for Hellenic Studies

Department Service
- Executive Committee (elected 2001-02, 2002-04; ex officio as Graduate Director 2004-05)
- Undergraduate Committee (as POLS 2401 Coordinator, 1998-2004)
- Graduate Committee
  Subcommittee on Graduate Admissions (1998-2004)
- Comparative Politics/International Relations Faculty Search Committees
- Fulbright Review Committee
- Associate/Department Liaison to GSU Center for Teaching and Learning
Manuscript Referee

American Political Science Review
Comparative Politics
Comparative Political Studies
International Politics
Nationalities Papers
Publius: The Journal of Federalism
Southeastern Political Review
Political Chronicle
Prentice Hall Publishers
Longman Publishers
Allyn & Bacon Publishers
Southern Center for International Studies Publications
Swiss National Foundation for Scientific Research
Economic and Social Research Council (UK)

Professional Memberships

American Political Science Association
Southern Political Science Association
Georgia Political Science Association
European Consortium for Political Research (Group on Extremism & Democracy)
University Association for Contemporary European Studies
Council for European Studies (Institutional Representative)

Memberships in Professional Honor Societies

Pi Sigma Alpha
Sigma Iota Rho
Phi Beta Delta
Phi Kappa Phi
John S. Duffield

Department of Political Science
Georgia State University
Atlanta, GA 30303

tel: (404) 651-3188/3152
fax: (404) 651-1434
duffield@gsu.edu
http://www.gsu.edu/~poljsd/home.html

EDUCATION

Ph.D., June 1989
Princeton University, Princeton, NJ, 1986-89
Woodrow Wilson School of Public and International Affairs

M.P.A., June 1985
Princeton University, Princeton, NJ, 1983-85
Woodrow Wilson School of Public and International Affairs
Distinction on qualifying examinations

Cambridge University, Cambridge, England, 1980-82
Concentration in History and Mathematics

B.A., June 1980
Williams College, Williamstown, MA, 1976-80
Magna Cum Laude, Highest Honors in Physics, Phi Beta Kappa, Sigma Xi (National Science Honor Society), Howard Stabler Prize for the Outstanding Physics Major

PROFESSIONAL POSITIONS

Academic

2006-Present, Professor, Department of Political Science, Georgia State University
   Social and Behavioral Sciences Area Committee on Promotion and Tenure, College of Arts and Sciences, 2006-Present
   Graduate Faculty, College of Arts and Science, 2002-Present
   Academic Program Review Committee, Department of Political Science, 2005-Present
   Graduate Committee, Department of Political Science, 2006-Present
   International Politics Search Committee (Chair), Department of Political Science, 2006-2007

2002-2006: Associate Professor, Department of Political Science, Georgia State University
   By-Laws Committee (Chair), College of Arts and Sciences, 2002-2004
   Promotion and Tenure Committee, Department of Political Science, 2002-2003 (Chair, 2002-2003)
International Politics Search Committee, Department of Political Science, 2005-2006
Ad Hoc Committee to Explore Collaboration with the School of Policy Studies, 2005
International Politics Search Committee (Chair), Department of Political Science, 2004-2005
Symposium Coordinator, Department of Political Science, 2003-2005
Methodology Search Committee, Department of Political Science, 2003-2004
Ad Hoc Search Procedures Committee (Chair), Department of Political Science, 2003-2004
Ad Hoc Web Site Committee, Department of Political Science, 2002-2003
Asian Politics Search Committee, Department of Political Science, 2001-2002

2000-2001: Associate Professor, Department of Political Science, University of Georgia
Faculty Executive Committee, Department of Political Science, 1999-2001
Graduate Committee, Department of Political Science, 1999-2001
Graduate Faculty, University of Georgia, 1999-2001
Co-chair, Russell Symposium Committee, 2001
Planning committee, Symposium on “Globalization and Change in Europe,” Center for Humanities and Arts, 2001

1998-2000: Assistant Professor, Department of Political Science, University of Georgia
Undergraduate Committee, Department of Political Science, 1998-99
Selection Committee, Undergraduate Research Paper Competition, Department of Political Science, 1999
Russell Symposium Committee, University of Georgia, 1999
Faculty Advisory Board, University of Georgia Habitat for Humanity, 1998-99

1997-98: Research Associate, Center for Russian and East European Studies, University of Virginia
1990-97: Assistant Professor, Department of Government and Foreign Affairs, University of Virginia
1989-90: Research Fellow, Center for Science and International Affairs, Harvard University
Fall 1998: Visiting Fellow, Center for International Studies, University of Southern California
Spring 1986: Instructor, International University of Mexico, Mexico City

Non-Academic
Intern, Office of NATO Policy, Office of the Secretary of Defense, Washington, D.C., 1987
Editor and survey director, American Chamber of Commerce of Mexico, Mexico City, 1985-86
Research Assistant, Center for Energy and Environmental Studies, Princeton University, 1982-83
PUBLICATIONS

Books

The Costs of U.S. Foreign Oil Dependence (Stanford University Press, forthcoming 2007)


Refereed Articles

“Oil and the Iraq War: How the United States Could Have Expected to Benefit, and Might Still,” Middle East Review of International Affairs 9, no. 2 (June 2005): 109-41


"NATO's Functions After the Cold War," Political Science Quarterly 109, no. 5 (Winter 1994/95): 763-87


"The Soviet Military Threat to Western Europe: U.S. Estimates in the 1950s and 1960s," The Journal of


**Invited Articles**


**Book Chapters**


Book Reviews

Wade Jacoby, *The Enlargement of the European Union and NATO: Choosing from the Menu in Central and Eastern Europe*, in Political Science Quarterly 120, no. 3 (Fall 2005): 534-35


Harold James and Marla Stone, eds., *When the Wall Came Down: Reactions to German Unification*, in National Political Science Review 7 (1999): 308-11


Other Publications


"United States Strategy in the Gulf: Lessons for Compellence," Dialogue (University of Virginia) 3 (Summer 1991): 25-31

Editor and contributor, Mexico's Maquiladora In-Bond Industry Handbook, 2nd ed. (Mexico City: American Chamber of Commerce of Mexico, 1986)


"OPEC -- A Cartel in Decline?" Energy Matters (Cambridge University), no. 4 (1982): 60-68


GRANTS, FELLOWSHIPS, AND HONORS

Research Grants and Fellowships


Research Initiation Grant, "The Strategic Consequences of Foreign Oil Dependence," Georgia State University, $10,000, 2003-2004


Unsolicited Grant, "The Domestic Effects of International Institutions," United States Institute of Peace, $40,000, 1997-98 (one year)


NATO Advanced Research Fellowship, "United Germany and the Transformation of NATO," North Atlantic Treaty Organization, approximately $7500, 1993-94 (one year)

Study and Research Fellowship, "German Security Policy After Unification," Friedrich Ebert Foundation (Germany), approximately $12,000, 1993-94 (declined)

Travel Grant, "German Security Policy After Unification," German Academic Exchange Service, approximately $2000, Summer 1993
University of Virginia Fourth Year Research Assignment, Spring 1993

University of Virginia Faculty Fellowship for Summer Research in the Humanities and Social Sciences, 1991, 1992, 1994, and 1995

Research Fellowship, Center for Science and International Affairs, Harvard University, 1988-89 (declined fall semester) and 1989-90 (declined spring semester)

Visiting Fellowship, Center for International Studies, University of Southern California, 1988-89 (declined spring semester)

Hubert H. Humphrey Fellowship, U.S. Arms Control and Disarmament Agency, 1987-88

Moody Grant, Lyndon Baines Johnson Library Foundation, 1987

John F. Kennedy Library Foundation Research Grant, 1987

MacArthur Foundation Fellowship, Center of International Studies, Princeton University, 1986-87

**Teaching Fellowships and Honors**

University Teaching Fellowship, University of Virginia, 1995-96

Faculty Honoree and "University Teacher of the Year" Nominee, University of Virginia "Z" Society, Annual Recognition Dinner, April 1992

**Other Fellowships and Scholarships**

American Association for the Advancement of Science Fellowship in Science, Arms Control, and National Security, 1989-90 (declined)

Woodrow Wilson Scholarship, Princeton University, 1983-85

Keasbey Memorial Foundation Scholarship for Post-Baccalaureate Study at Cambridge University, 1980-82

National Merit Scholarship, 1976

**Other Honors**

Invited participant, “Information Visit 2000” to Germany and the Czech Republic, sponsored by the German Academic Exchange Service (DAAD), 17-30 June 2000

**PAPER PRESENTATIONS**

John Duffield, Sara Miller, and Charles Hankla, “Political Determinants of Energy Use in Advanced Industrialized Countries,” Annual Meeting of the American Association of Political Science,
Washington, D.C., Sept. 2005


"Oil and the Iraq War,” Annual Meeting of the Georgia Political Science Association, Savannah, Nov. 2004

"The Military Costs of U.S. Foreign Oil Dependence,” Annual Meeting of the American Political Science Association, Chicago, September 2004

"Exploring the Domestic Effects of International Institutions,” Annual Meeting of the Southern Political Science Association, Savannah, Georgia, November 2002

"What Are International Institutions?" New Research on Conflict Resolution Seminar, Emory University, 22 April 2002
Faculty Research Colloquium, Department of Political Science, Georgia State University, 15 March 2002

"Regional Conflict Management in Europe" Workshop on Regional Conflict Management, University of Illinois, Champaign, Illinois, 4-5 May 2001


"International Institutions and International Trade: Comparing the Effects of Alliances and Preferential Trade Arrangements," Annual Meeting of the American Political Science Association, Atlanta, September 1999


"Toward an Institutional Theory of International Security," Center for International Affairs, Harvard University, April 1996

"Institutional Approaches,” Conference on Gender and International Security (sponsored by the Ford Foundation), Old Dominion University, February 1996

"NATO and Alliance Theory," Annual Meeting of the International Studies Association, Chicago,
February 1995


OTHER INVITED PRESENTATIONS AND CONFERENCE PARTICIPATION

Chair and discussant, panel on “The Force of Norms,” Annual Meeting of the American Association of Political Science, Washington, D.C., Sept. 2005

Chair, panel on “Insurgency, Counterinsurgency, and Nation Building in Iraq,” Annual Meeting of the American Association of Political Science, Washington, D.C., Sept. 2005


Lecture, “German-U.S. Relations,” Focus Series on “Germany in the Heart of Europe,” Center for International Studies, Valdosta State University, March 2003


Chair, panel on “International Conflict: Prevention, Management, and Consequences,” Annual Meeting of the Southern Political Science Association, Savannah, Georgia, November 2002
Chair and discussant, panel on “Cognition and Foreign Policy,” Annual Meeting of the American Political Science Association, Boston, 29 August - 1 September 2002

Chair, panel on “The Military and Foreign Policy,” Annual Meeting of the American Political Science Association, Boston, 29 August - 1 September 2002

Moderator, panel on “The Scope of Transatlantic Security Interests,” Conference on Transatlantic Security in the 21st Century, European Union Center of the University System of Georgia, 12 April 2002

Chair, panel on “New Perspectives on Governance,” Annual Meeting of the International Studies Association, New Orleans, 24-27 March 2002

Presentation, “German Security Policy after Unification: Continuity or Change?” The United States, Germany, and Europe Since 1945, a conference sponsored by the Croft Institute for International Studies, the University of Mississippi, Sept. 2000


Discussant, roundtable series on "The Future of NATO," Old Dominion University, October 1995

Participant, roundtable on "Compliance with International Agreements," Annual Meeting of the American Political Science Association, Chicago, September 1995


Lecture, "NATO's Functions After the Cold War," Institut für Politikwissenschaft, Tübingen University,
Germany, June 1994

Participant, University of Pittsburgh workshop on "Multilateralism and the Conduct of Western Diplomacy," Washington, D.C., December 1992


Participant, U.S. Military Academy Senior Conference, "NATO At Forty: Change, Continuity, and Implications for the Future," West Point, NY, June 1987

PROFESSIONAL SERVICE AND ACTIVITIES

Journal Manuscript Reviewer

American Political Science Review
British Journal of Political Science
Contemporary Security Policy
European Journal of International Relations
The Historian
International Organization
International Politics
International Security
International Studies Perspectives
International Studies Quarterly
Journal of International Relations and Development
Journal of Politics
Millennium: Journal of International Studies
Political Science Quarterly
Policy Studies Journal
Review of International Studies
Security Dialogue
Security Studies
Western Political Quarterly

Book Manuscript Reviewer

Cornell University Press
University of Michigan Press
Lynn Rienner Press

Grant Proposal and Award Reviewer

National Science Foundation
United States Institute of Peace
Australian Research Council
Grawemeyer Award for Ideas for Improving World Order
Advisory and Editorial Board Membership

Member, Academic Review Board, *International Topics*
Advisory Board, *Millenium: Journal of International Studies*

Other Professional Service

Jervis-Schroeder Book Award Committee, History and Politics Section, American Political Science Association, 2006

Professional Memberships

American Political Science Association
International Studies Association
Southern Political Science Association
Georgia Political Science Association

INSTRUCTIONAL ACTIVITIES

Courses Taught:

Undergraduate:
International Politics
International Organizations
Military Force and International Relations
Western Europe in World Affairs
U.S.-European Security Relations

Graduate:
International Politics
Issues in International Organization
Military Conflict and International Security
International Institutions and Organizations
Theories of Foreign Policy
Military Force and International Relations
Western Europe in World Affairs
U.S. Defense Policy
Germany and the New Europe

Service on Dissertation Committees (*indicates Director/Chair):

*Amir Azarvan (2005-present)
*Heather Heckel (2002-2005)
Chena Seelarbokus (2004-2005)
Miheea Nastase (2003-present)
Anthony Giiasi (2002-2004)
Kiki Caruson (1999-2001)
Mary Matthews (1999-2001)
Jyotika Saksema (1999-2001)
Liam Anderson (1999-2000)
Scott Jones (1999-2000)
*Sonia Cardenas (1994-1999)
Scott Waalkes (1994-1996)
Nabil Mikhail (1994-1995)
Nicholas Cullather (1992)
Glenn Chafetz (1990-1991)
T. Lynn Elliott (1990-1991)
Eric Graben (1990-1991)

Service on Master’s Thesis and Paper Committees (* indicates Director/Chair)

Claude Tahi (2006)
Cynthia Frank (2006)
Lisa Holmes (2005)
*James Cason (2004-2005)
*Satish Joshi (2003)
Satu Riutta (2002)
*Andrew Christiansen (2001)
Yi Chen (2000)
Michael Mitchell (2000)
*Frank Williams (2000)
Jing Xu (2000)
Han Kim (1999)
Scott Woodard (1996)
*Stephanie Rada (1995)
*James Sheire (1995)
Christine Engstrom (1994)
Lisa Fontenot (1994)
*Robert Gilchrist (1994)
Susan Kastenmayer (1994)
Stefan Nicholas (1994)
F. Winton Smith (1994)
*Henry Velte (1994)
*Vincent Haley (1993)
*Robert Lloyd (1993)
*Robert Zulli (1993)
*Paul Gay (1992)
*Kelly Massey (1992)
*John Bellinger (1991)
  Baron Fain (1991)
*William Graham (1991)
*John Hohweiler (1991)
*Michael Querrey (1991)
*Paul Jeff Shuman (1991)
*James Thomas (1991)
*Jeffrey Wuchenich (1991)
  Robert Gannon (1990)
*Edward Johns (1990)
*David Schulte (1990)

Direction of Undergraduate Honors Theses

Celine Ramjoué (1996)
Presoilo Lapada (1994)
Steven Carroll (1993)
Mark Knueve (1993)
Mirjam Schuller (1992)
Mark Thompson (1992)
Craig Espeseth (1991)
Brett Sheppard (1991)

Direction of Undergraduate Internships and Research

Jennifer Jarrell (internship with International Rescue Committee, 2004)
Michael McPherson (McNair program, Georgia State University, 2004)
Jonathan West (McNair program, Georgia State University, 2004)
CURRICULUM VITAE
October 2006

Richard Neal Engstrom
Department of Political Science
Georgia State University
PO Box 4069
Atlanta, GA 30302-4069
(404) 651-4841
engstrom@gsu.edu

EDUCATIONAL HISTORY:
Rice University
PhD in Political Science, May 2001
Dissertation: "Electoral District Structure and Political Behavior"

Louisiana State University
Master of Arts in Political Science, August 1994
Fields: American Politics, Methodology, Political Theory

Louisiana Scholars' College at Northwestern State Univ., Natchitoches, LA
Degree: Bachelor of Arts, May 1992
Major: Humanities and Social Thought

WORK EXPERIENCE:
Assistant Professor of Political Science, Georgia State University. 2004-present.

Assistant Professor of Political Science, University of Wyoming. 2000-2004.

Political Science Instructor, Rice University. 1999-2000.

GRANTS AND AWARDS:

PUBLICATIONS:


UNDER REVIEW


IN PROGRESS

"Democratic Losses and Redistricting: The Impact of Legislative and Court Drawn Plans." With Stacy Ulbig.
“Public Opinion in States and Regions.”

“Environmental Quality in the South.” With William McLean.

“Two Round Elections in the South.” With Richard L. Engstrom.

RECENT CONFERENCE PARTICIPATION:


TEACHING EXPERIENCE
Courses Taught at Georgia State University:

- Political Science Research Methods
- Comparative Election Systems
- Comparative Election Systems Graduate Seminar
- State Politics
- State Politics Graduate Seminar
- American Government

Courses Taught at the University of Wyoming

- Political Science Research Methods
- Political Science Research Methods Graduate Seminar
- American and Wyoming Government
- Media and Politics
- Public Opinion
- Parties, Interest Groups and Elections

Courses Taught at Rice University

- Political Science Research Methods

TEACHING AWARDS


2002-2003: Extraordinary Merit in Teaching Award. College of Arts and Sciences, University of Wyoming.

INVITED LECTURES


2003: "Campaign Contributions and Representation." Jim Wright Symposium on Representation, Texas Christian University, Fort Worth, TX.

2002: "Redistricting and Representation." Invited lecture, Utah State University, Logan, UT.


SERVICE ACTIVITIES
2007: Section Chair, Elections and Research Methods, Southwestern Political Science Association.

2006: Reviewer, National Science Foundation Research Grant Proposal.

2005-2006: Member, GSU Political Science Department Executive Committee

2005-2006: Member, GSU American Politics Search Committee

2005: Section Chair, State and Subnational Politics, Southwestern Political Science Association.

2004-2005: Member, GSU International Politics Search Committee.

2003-2004: Director, University of Wyoming Washington Internship Program.

2003-2004: Member, University of Wyoming Department of Political Science Curriculum Committee.

2001-2004: Faculty Advisor, University of Wyoming Pi Sigma Alpha Honorary Society.


GRADUATE COMMITTEES

Member, Carol Walker MA Committee, 2006, GSU.
Member, Patrick Burns MA Committee, 2006, GSU.
Member, Eric Hurst Comprehensive Exam Committee (Research Methods), 2006. GSU.
DANIEL PAUL FRANKLIN
VITA

Personal Information

Mailing Address: Department of Political Science
Georgia State University
Atlanta, Georgia 30303
Office Telephone: (404) 651-4849/Fax (404) 651-1434
Home Telephone: (404) 892-4757
E-Mail Address: dpfranklin@gsu.edu
Birth Date and Place: 12/19/54; Mt. Vernon, New York

Academic Interests

American Political Institutions - Congress and the Presidency
American Political Thought - Constitutional Development
American Foreign Policy - Domestic Sources of Foreign Policy

Education

1984 - Ph.D. Government Department, University of Texas, Austin
1979 - M.A. Government Department, University of Texas, Austin
1976 - B.A. University of California, Los Angeles

University Teaching Experience

-Studies in the Legislative Process (1986-2003) - Colgate University, Georgia State University
(Upper Division and in Graduate Seminar - One Semester)
-The American Presidency/Chief Executives (1985-2006) - St. Edwards University, Colgate University,
Georgia State University (Upper Division and in Graduate Seminar - One Semester)
-Introduction to American Politics (1985-2006) - Colgate University, Georgia State University
(Lower Division and Honors Seminar)
-Justice and the Distribution of Goods in America (1989, 1993, 1994, 1999) - Colgate University,
Georgia State University (Undergraduate Honors Seminar)
-Politics and Film (1996; 2001) - Georgia State University
(Upper Division and Honors)
-Introduction to Political Science (1987-1989) - Colgate University
(Lower Division - One Semester)
-Domestic Sources of American Foreign Policy (1986-1994) - Colgate University,
Georgia State University (Upper Division and in Graduate Seminar - One Semester)
-American Foreign Policy (1982-1985) - University of Texas, The Colorado College,
Colegio de Mexico (Upper Division - One Semester)
-International Relations (1982) - The Colorado College
(Upper Division - Two Semesters)
Honors and Professional Activities

-Dwight D. Eisenhower Presidential Library Foundation Travel Grant 2006
-Harry S. Truman Presidential Library Foundation Travel Grant 2006
-Herbert Hoover Presidential Library Association Copy Fund Grant 2006
-1999 GSU Distinguished Honors Professor Award
-Nominated for the GSU Distinguished Honors Professor Award
-1990-1991 American Political Science Association Congressional Fellowship (Office of Cong. Larry Smith, Dem. - Fla.; Senator Tom Harkin, Dem. - Iowa)
-Recipient of a Colgate University Faculty Development Grant to attend the 1988 Democratic National Convention in Atlanta
-Recipient of a Colgate University Research Grant to fund ongoing research on Presidential Prerogative and the Legislative Veto
-Nominated for the 1983-1984 University Dissertation Award, University of Texas, Austin
-LBJ School of Public Affairs Policy Research Institute Grant (with Dr. David Prindle) in 1984
-Summer University Fellowship, University of Texas, 1982
-President of the Government Department, Graduate Student Organization, 1982
-Government Department representative to the University Graduate Council, 1981.

University and Community Service

-Chair, Departmental Promotion and Tenure Committee (2003 - )
-Departmental Director of the GSU Presidential Scholars Program (1997 - )
-University Senate, Georgia State University (1992 - )
-University Senate Budget Committee, Georgia State University
  Chair, Subcommittee on Revenue Enhancement (1994 - 1995)
  Chair, Subcommittee on State Appropriations (1995 - 1996)
-University Senate Athletics Committee, Georgia State University (1992 - ); Chair (1995 - 1998)
-University Senate Statutes and Bylaws Committee, Georgia State University (1997 - )
-University Senate Planning Committee, Georgia State University (1992)
-Board Member, Georgia State University Athletics Association Inc. (2002 - )
-Chair, Political Theory Recruitment Committee 1999
-Registered Lobbyist in the Georgia State Legislature representing the Georgia AAUP, (1997-1999)
-Executive Committee, GSU College of Arts and Sciences, (1997-1998)
-Paid Consultant, Coner Yates for Congress (Georgia 4th)
-Primary Election, June 1996; General Election, November 1994
-Project Coordinator, "Fiscal Federalism" - USIA Funded Visit of Representatives from the People's Republic of China, Sponsored by the Policy Research Center, Georgia State University, Summer 1996
-Chair, American Politics Recruitment Committee (Two Positions), Department of Political Science (1995 - 1996)
-College of Arts and Sciences, Georgia State University, Curriculum Committee (1994 - 1996)
-Chair, Departmental African-American/Public Policy Search Committee, Georgia State University
(1992-1993)
-Search Committee, Colgate Dean of Faculty/Provost, 1989-1990
-Colgate Athletic Affairs Committee, 1989-1990
-Political Science Department Representative, Colgate Social Science Colloquium, 1988-1990
-Colgate Alumni Corporation Speaker: Albany, Binghamton, Buffalo, Long Island, Syracuse, Houston, San Antonio/Austin, Norfolk/Virginia Beach Alumni Clubs
-Participant in the "Colgate Seminar Program," 1989
-1990 Chair of the Village of Hamilton Democratic Party Nominating Committee
-Town of Hamilton Representative to the Madison County (N.Y.) Democratic Committee
-Democratic Mayoral Nominee, Village of Hamilton (N.Y.) 1987

Conference Participation

-"Lame Duck Presidencies," Roundtable Chair, Participant and Organizer, annual meeting of the Southwest Political Science Association, April 13, 2006, San Antonio Texas.

-"Term Limits and Budgeting in the States," Presented at the annual meeting of the Southwest Political Science Association, March 26, 2005, New Orleans, Louisiana.


-"Legislative Term Limits, Professionalism, and Democratization in the American States," Presented at the annual meeting of the Georgia Political Science Association, January 31, 2003, Savannah, Georgia.


-Panel Chair, "Presidential Administration of Regulatory Agencies," Southern Political Science Association Convention, November 2000, Atlanta, Georgia

-Discussant, "Political Parties and Presidential Success in Congress," American Political Science Association Convention, 1999, Atlanta, Georgia

-"Impact of the Clinton Impeachment on the Presidency," Roundtable Participant at the Georgia Political Science Association Annual Meeting, February 1999, Savannah, Georgia

-(With Craig S. Gordon) "Expectations and Turnout in U.S. Presidential Elections: A Test of the Assumptions of Rational Choice Theory," Presented at the Southern Political Science Association Convention, October 1998, Atlanta, Georgia

-Discussant, "Religion and Politics," Southern Political Science Association Convention, October 1998, Atlanta, Georgia
- Discussant, "Presidential Power," American Political Science Association Convention, September, 1998, Boston, Massachusetts

-(With Craig S. Gordon) "Pre-election Polls and Turnout in U.S. Presidential Elections," presented at the Southern Political Science Association Convention, November 1997, Norfolk, Virginia

- Section Chair, "Congress and Executive Politics," Southwestern Social Science Association Convention, March 1997, New Orleans, Louisiana

- Panel Chair and Discussant, "Congressional Representation," Southwestern Social Science Convention, March 1997, New Orleans, Louisiana


- "Presidential Leadership," Panel Discussant, Southern Political Science Association Convention, November 1994, Atlanta, Georgia


- "Executive-Congressional Relations in the Aftermath of the Cold War," Roundtable participant at the American Political Science Association Convention, September 1993, Washington D.C.


- Panel Chair, "The Presidency and the Political System," at the Northeastern Political Science Association Convention, Philadelphia, Pa., November, 1989


"Testing Two Purposive Theories of Congressional Behavior," (with Dr. David Prindle) paper presented at the Western Political Science Association Convention, June 1985

**Publications**

**BOOKS**

*Politics and Film: Political Culture and Film in the United States* (Rowman and Littlefield Press, 2006), Pp. 223.


*Departure or Debacle: Congressional Resurgence in the Aftermath of Vietnam and Watergate* (Unpublished Dissertation, University of Texas, Austin, 1984)

**BOOK CHAPTERS**


ARTICLES

(With Eric Grier) "Turnout and Registration: Effects of Motor Voter Legislation in the 1994 Midterm Elections"
Southern Political Review
Vol. 26 #4 (December) 1998; pp. 923 - 932

(With Tor Westin) "Predicting the Institutional Effects of Term Limits"
Public Choice
Vol. 96 # 3 & 4 (September) 1998; pp. 381 - 393; Erratum Vol. 96. #3 &4 (June) 1999; p. 481

(With Eric Grier) "The Impact of Motor Voter Legislation: Turnout, Registration, and Partisan Trends"
American Politics Quarterly
Vol. 25 #1 (January) 1997; pp. 104-117

"Wishful Thinking and the Budget Deficit"
Public Affairs Quarterly
Vol. 3 #4 (October) 1989; pp. 1-14

"War Powers in the Modern Context"
Congress and the Presidency
Vol. 14 (Spring) 1987; pp. 77-92

"Why the Legislative Veto Isn't Dead"
Presidential Studies Quarterly
Vol. 16 #3 (Summer) 1986; pp. 491-502

Other Publications

BOOK REVIEWS

Book Review of The Congressional Experience in Perspectives on Politics (September 2005; p. 649)


**EDITORIALS AND OTHER PUBLICATIONS**


"Don't Look to States for Balanced Budget Example," Editorial in *The Orlando Sentinel*, February 5, 1995, pp. G1, G5

"Beyond Whitewater: Getting on with the Nation's Business," Editorial in The Orlando Sentinel, April 3, 1994, pp. G1, G4

References

-Professor William Downs (Chair - Department of Political Science, Georgia State University, Atlanta, Georgia, 30303
-Professor Bruce Buchanan - Government Department, University of Texas, Austin, 78712
-Professor David Prindle - Government Department, University of Texas, Austin, 78712
-Professor Jack S. Levy - Department of Political Science, Rutgers University, New Brunswick, New Jersey, 08903
-Professor Glenn Abney – Chair (Emeritus) - Department of Political Science, Georgia State University, Atlanta, Georgia, 30303
Scott E. Graves  
Assistant Professor

Department of Political Science  
Georgia State University  
Atlanta, GA  30302-4069  
Phone: (404) 651-2390  
Fax: (404) 651-1434  
Email: polseg@langate.gsu.edu

Education:

SUNY Stony Brook University – 2003  
Ph.D. in Political Science  
Areas of concentration: Judicial Politics, Political Economy, Political Methodology  
Dissertation: “Legal Rule Creation in the U.S. Supreme Court: Judicial Administration of Antitrust Enforcement”

Georgia State University – 2000  
M.A. in Political Science, Committee: David C. Nixon (chair), Robert M. Howard, Glenn F. Abney  
Thesis: “Statutory Influences on Federal Court Challenges to Administrative Adjudications”

Georgia State University – 1995  
B.A. in Political Science

Publications:


Book Chapters and Other Publications:


Other Research in Progress:

"Ignoring Advice and Consent? The Uses of Judicial Recess Appointments” (with Robert M. Howard)

"The Supreme Court as Political Economist: Judicial Influence on Antitrust Policy"

"Judicial Ethics Reform and the Chief Justice: Recusal Behavior on the United States Supreme Court"

"Federal Caseload and the Size of the Judiciary: Politics and Equilibrium in the Third Branch.” (with Simona Kucesova)

"Grand Strategies and Agenda Setting on the U.S. Supreme Court"

"Independence, Accountability, and Deference in State Supreme Court Regulation Decisions”

"State Institutions as Contextual Effects: Using Hierarchical Modeling to Study the American States”

Conference Activity:
“Grand Strategies and Agenda Setting on the U.S. Supreme Court” to be presented at the annual meeting of the Midwest Political Science Association, Chicago, IL April 12-15, 2007.


Chair, “Courts in a Political System” panel at the annual meeting of the American Political Science Association, Philadelphia, PA, August 31-September 3, 2006.


Discussant, “Hierarchy and Agenda Setting in the Judicial System” panel at the annual meeting of the Midwest Political Science Association, Chicago, IL April 7-10, 2005.

“...in which his impartiality might reasonably be questioned: Recusal Decisions of Supreme Court Justices.” presented at the annual meeting of the Southern Political Science Association, New Orleans, LA, January 6-8, 2005.

Discussant, "Interest Groups in Court" panel at the annual meeting of the Midwest Political Science Association, Chicago, IL April 15-18, 2004.


“Strategic Interregnum? A Critical Review of Strategic Accounts of U.S. Supreme Court Decision Making.” presented at the annual meeting of the Midwest Political Science Association, Chicago, IL, April 3-6, 2003. (with Chad Westerland.)

“Caseload and Federal Judgeships: Equilibrium in the Third Branch.” presented at the annual meeting of the Midwest Political Science Association, Chicago, IL, April 3-6, 2003. (with Simona Kucsova.)

“Strategic Decision-Making on the Supreme Court: Aggressive Grants and Defensive Denials on the Vinson and Warren Courts.” presented at the annual meeting of the American Political Science Association, Boston, MA, August 29-September 1, 2002. (with Jeffrey A. Segal.)


“Growing Congress: Using Agent-based Computational Modeling to Develop Theories of Legislative Behavior, Learning and Organization.” presented at the annual meeting of the Southern Political Science Association, Atlanta, GA, November 8-11, 2001. (with Jack Buckley.)


Teaching:

Assistant Professor, Department of Political Science, Georgia State University
Courses Taught:
POLS 1101: American Government (Summer 2004)
POLS 4131: Civil Liberties & Rights (Spring 2004, 2006, 2007)
POLS 6131/8131: Seminar in Civil Liberties (Spring 2004, Spring 2006)
POLS 8139: Studies in Public Law: Constitutional Theory (Spring 2005)
POLS 8810: Uses of Intermediate Statistical Methods in Political Science (Spring 2007)
POLS 8820: Studies in Research Methodology: Models for Panel and Cross-Sectional Time Series Data (Summer 2007)

Instructor, Department of Political Science, SUNY Stony Brook University
Courses Taught:
POL 201: Introduction to Statistical Methods in Political Science (Fall 2001)
POL 320: Constitutional Law (Spring 2002)
POL 325: Civil Liberties & Civil Rights (Summer 2002, Fall 2002)
POL 321: Law and Politics (Spring 2003)

Teaching Assistant, Georgia State University
POL 1101: Introduction to American Government (Fall 1998 – Spring 1999)

Areas of Teaching Interest-
Public Law and Judicial Politics: Constitutional Law and Theory, Civil Liberties, Criminal Justice, Law and Politics, Administrative Law, Law & Economics
Political Economy: Institutional Politics, Bureaucracy and Regulation, Organizational Behavior
American Politics: Introduction to American Government, Legislative Behavior and Process
Methodology: Quantitative Data Analysis, Multilevel Modeling, Panel and Time Series Data Analysis

Professional Memberships and Service:
Member, American Political Science Association (2000 – present)
Member, Midwest Political Science Association member (2000 – present)
Member, Southern Political Science Association (2001 – present)
Reviewer, American Political Science Review
Reviewer, Journal of Politics
Reviewer, American Politics Research

Department and University Activities and Service:
Georgia State University
Member, Prelaw Advisory Council 2003-present
Member, Undergraduate Committee 2006-present
Member, Graduate Committee, Political Science Department, 2003-2006
Member, Executive Committee, Political Science Department, 2004-2005
Member, Hiring Committee for Methodology and American Politics searches, 2003-4
Member, Hiring Committee for American Politics search, 2005

SUNY Stony Brook University
Political Science Department Senator, Graduate Student Organization (2000 – 2003)
Chair, GSO Board of Appeals (2001 – 2003)
Member, GSO Rules and Constitution Committee (2001 – 2003)
Member, Stony Brook University Academic Judiciary Committee (2001 – 2003)

Other Relevant Experience:
Legal Assistant in Corporate Litigation and Contracts (1995-1998)
King & Spalding, LLP
Atlanta, GA 30303

References:
Jeffrey A. Segal
Professor
Department of Political Science
SUNY Stony Brook University
Stony Brook, NY 11794-4392
jeffrey.segal@stonybrook.edu

Stanley Feldman
Professor
Department of Political Science
SUNY Stony Brook University
Stony Brook, NY 11794-4392
stanley.feldman@stonybrook.edu

Paul Teske
Professor
Graduate School of Public Affairs
University of Colorado at Denver
Denver, CO 80217-3364
paul.teske@cu.edu
CURRENT POSITION

- Assistant Professor, Georgia State University, Department of Political Science, Atlanta, Georgia. August 2005 – Present.

EDUCATION

- B.S.F.S. cum laude (1997). Georgetown University, School of Foreign Service, Washington, DC.

SPECIALIZED AREAS

International Relations  European Union Politics
Political Economy  Comparative Political Institutions
Politics of India  Politics of Economic Development
Quantitative & Qualitative Methods  Politics of Trade

RESEARCH

Publications and Working Papers

- “Parties and Patronage: A Comparative Analysis of the Indian Case.” Under Revise and Resubmit at Comparative Politics.
- “Party Linkages and Economic Policy: An Examination of Indira Gandhi’s India.” Under Revise and Resubmit at Business and Politics.
• “Electoral Districts and the Politics of Deficit Spending in Democracies.” Under Review at 
  American Journal of Political Science.

• “Political Determinants of Energy Use in Advanced Industrialized Countries.” With John Duffield


• “Legislative-Executive Relations and the Political Economy of International Trade.” Working
  Paper.

  Paper.

  Investment Background Guide, sponsored by the U.S. Department of Commerce and the US
  Agency for International Development.

Participation in Professional Meetings

• “Parties and Patronage: A Comparative Case Study of India,” American Political Science

• “Party Organization and the Political Economy of Deficit Spending,” Midwest Political Science

• Panel Discussant, Midwest Political Science Association Annual Convention. Chicago, Illinois.
  April 2006.

• “Parties and Patronage: A Comparative Case Study of India,” International Studies Association

• Chair and Discussant, Panel on Trade Issues, International Studies Association Annual Convention.
  San Diego, California. March 2006.

• Chair, Panel on European Parliamentary Behavior and Decision-Making, Southern Political Science

• “Political Determinants of Energy Use in Advanced Industrialized Countries” (with John Duffield
  and Sara Miller), Poster Presented at the American Political Science Association Annual

• “Party Strength and International Trade,” Paper Presented at the Midwest Political Science

• Panel Discussant, Midwest Political Science Association Annual Convention. Chicago, Illinois.
  April 2005.


Invited Presentations


TEACHING

Courses Taught

• POLS 8430: International Political Economy (Graduate)
  o Spring 2007 (1 section)

• POLS 4430: International Political Economy
  o Spring 2007 (1 section)

• POLS 3450: US Foreign Policy
  o Fall 2006 (2 sections), Maymester 2006 (1 section), Spring 2006 (2 sections), Fall 2004 (2 sections)

• POLS 3400: International Politics
  o Fall 2005 (2 sections), Spring 2005 (3 sections), Spring 2004 (1 section at Emory).

• POLS 2401: Global Issues
  o Fall 2004 (1 section).
- POLS 8980: Directed Reading (Graduate)
  - “US Foreign Policy” with Mitch Leopard (Summer 2006).
  - “Political Economy of India” with Shyam Sriram (Fall 2005).

- Contemporary Research / European Union
  - Co-taught with Clifford Carrubba at Emory (Fall 2002).

- American National Government
  - TAed at Emory (Fall 2001).

*Advising*


- Member, PhD Dissertation Committee for Bala Prasad Erramilli. (“Emergency Management in India”). Summer 2006 – Present.


- Member, PhD Dissertation Committee for Amir Azarvan. Fall 2006 – Present.


- Member, MA Thesis Committee for Claire Gowen. Fall 2006 – Present.

- Member, Senior Thesis Committee for Brandon White. (“The Effects of the 22nd Amendment on a President’s Foreign Policy”). Summer 2006 – Present.


- Academic advisor, Undergraduate Internship for Natasa Bilic, Fall 2006.

- Advisor for approximately 25 undergraduate majors through the Political Science Department’s advisement program. 2006-2007.

- Academic advisor, Undergraduate Internship for Christine Simpson, Spring 2006.
SERVICE

- Member, International Politics Faculty Search Committee, Department of Political Science, Georgia State University, 2006-2007.

- Member, Graduate Committee, Department of Political Science, Georgia State University, 2006-2007.

- Member, International Relations Comprehensive Exam Committee, Fall 2006.

- Faculty liaison to the Department of Economics in helping create a joint graduate field in political economy.

- Member, International Relations Comprehensive Exam Committee, Spring and Summer 2006.

- Member, International Politics Faculty Search Committee, Department of Political Science, Georgia State University, 2005-2006.


- Guest Lecturer, “India’s Development Policy,” POLS 4258: Government and Politics in South Asia, Georgia State University, February 15, 2006.

- Award Committee Member, Bascom Quillian Award for Best Graduate Paper Presented at a Conference, Georgia State University, February 2006.


- Instructor, “Political Economy of India,” Graduate directed readings course, Department of Political Science, Georgia State University, Fall 2005.

- Panelist, Meeting on comprehensive exam preparation, Graduate Student Association, Department of Political Science, Georgia State University, November 4, 2005.

- Panelist, Ethics in Film Series, John Beer Blumenfeld Center for Ethics, Georgia State University, October 5, 2005.


- Graduate Student Representative, Graduate Admissions Committee, Department of Political Science, Emory University, 2003-2004.

- Graduate Student Representative, International Politics Faculty Search Committee, Department of Political Science, Emory University, 2002 – 2003.
HONORS AND GRANTS

- Member, Phi Beta Delta Honor Society for International Scholars, Alpha Lambda Chapter, 2006 – Present.
- Graduate Student Award for Teaching Excellence, Department of Political Science, Emory University (2004).
- Dean’s Teaching Fellow, Emory University (2003-2004). Awarded through a campus-wide competition.
- Dissertation Fieldwork Research Grant, Fund for Internationalization, Emory University (2003). Funded to conduct dissertation fieldwork in India.
- Pass, Comparative Political Economy, Public Policy, and Development Comprehensive Exam. Emory University, April 2002.

ADDITIONAL EMPLOYMENT

- Full Time Visiting Instructor, Georgia State University, Department of Political Science, Atlanta, Georgia. (August 2004 – May 2005).
- Teacher, English as a Second Language, Moscow Continuing Education Centre, Moscow, Russia. (October 1997 - March 1998).

ADDITIONAL TRAINING

- Summer School in Social Science Research Methods, University of Essex, Colchester, United Kingdom. Completed the course “Approaches to Times Series Analysis.” July 2001.
- Emory University Teacher Training Program, Atlanta, Georgia. (Academic Year 2001 – 2002).
- Intensive Language Training in French and German. Université Catholique de Lille, France (2000); Universität Trier, Germany (1995).

ANALYTICAL SKILLS AND METHODS

• Quantitative research methods (including regression, time-series analysis, and the analysis of panel data).

• Qualitative research methods (including research design, interviewing techniques, and archival research).

• Game theory and formal modeling (basic knowledge).

• Field research and international experience (conducted dissertation field research in India, and studied or worked in Russia, the United Kingdom, France, Germany, and Ireland).

• Language skills: French (proficiency); German and Russian (basic knowledge).
Michael Herb
Associate Professor
Department of Political Science
1005 General Classroom Building
Georgia State University
Atlanta, Georgia 30302-4069
Office: 404-651-4851
herb@gsu.edu

Education
1997           Ph.D. Political Science. University of California at Los Angeles
1992           M.A. Political Science. University of California at Los Angeles
1987           B.A. Political Science. University of Washington

Grants
2006-2007      Fulbright Research fellowship for study in Kuwait
2006-2007      Research Initiation Grant, Georgia State University
1999-2000      Research Initiation Grant, Georgia State University
1993-94        IIE Fulbright Award for dissertation research at Kuwait University.
1992-93        Center for Arabic Studies Abroad (CASA), American University in Cairo

Employment
Sept 2005 - present  Associate Professor, Georgia State University, Dept of Political Science
Aug 1998 - Aug 2005  Assistant Professor, Georgia State University, Dept of Political Science

Book
All in the Family: Absolutism, Revolution and Democracy in the Middle Eastern Monarchies. 1999.
Albany: State University of New York Press.

Articles


Other publications


Reprints


Conference Participation

Panels organized

"Princes and Parliaments in the Gulf monarchies," for the 2003 annual meeting of the Middle East Studies Association, Anchorage.

With Pete Moore, “State of the Field: Comparative Political Economy of the Middle East,” a roundtable at the 2002 Middle East Studies Association Annual Meeting, Washington D.C.

Presentations


"Revisiting Rentier State Theories." 2004 Annual meeting of the American Political Science Association, Chicago, September 5.


"The Parliaments of the Gulf Monarchies in Comparative Perspective." 2003 Annual meeting of the Middle East Studies Association, Anchorage.
“Does Rentierism Prevent Democracy?” 2002 Annual Meeting of the American Political Science Association, Boston

“Ideas and the democratic deficit in the Arab world: the collapse of the liberal regimes in Egypt and Syria.” Poster presentation, 2001 Annual Meeting of the American Political Science Association, San Francisco.


“Princes and parliaments: The emergence of democratic institutions in the Middle Eastern monarchies.” 1995 Annual Meeting of the American Political Science Association, Chicago.

**Workshops, Etc.**


Kuwait Information Office. Visited Kuwait during the holding of the annual Gulf Cooperation Council summit.


Yale University. Invited participant in a workshop at on regime types in the Middle East, May 10, 2003. Organized by Ellen Lust-Okar and sponsored by the Yale Center for International and Area Studies.

**Peer Review Service**

Tenure review service
Case-Western University

November 2006
Robert M. Howard, J.D., Ph.D.

Department of Political Science
Georgia State University
Atlanta, GA 30303

(404) 651-3187
Fax: (404) 651-1434
polrhh@langate.gsu.edu

Education

♦ State University of New York at Stony Brook, Stony Brook, NY, 1994-1998

♦ State University of New York at Stony Brook, Stony Brook, NY, 1994-1998
M.A. degree in Political Science (1997)

♦ Suffolk University Law School, Boston, MA, 1978 - 1981

♦ Union College, Schenectady, NY, 1974-1978
B.A. degree in Political Science), cum laude, Highest Honors in Political Science (1978)

Professional experience

♦ Associate Professor, Department of Political Science, Georgia State University, Atlanta, Georgia, 2004 to present

♦ Assistant Professor, Department of Political Science, Georgia State University, Atlanta, Georgia, 1998 to 2004

♦ Instructor in Political Science, State University of New York at Stony Brook, Stony Brook, New York, 1996 to 1998

♦ Research Assistant for Professor Jeffrey Segal and Professor John Scholz, Department of Political Science, State University of New York at Stony Brook, Stony Brook, New York. 1994 to 1998


♦ Associate Attorney, Ivan S. Skura, Esq., White Plains, NY 1982 – 1984

Research

My research involves the intersection of courts, law and public policy. I am particularly interested in the empirical examination of why and how citizens use law and the courts to change policy, and then the subsequent influence of the courts on the policy issue. My research agenda is driven by questions of why do we have non-accountable institutions in a democratic system, and what is their role? Courts and bureaucracies are often attacked as unresponsive and undemocratic. My work, through an examination of court influence on policy, bureaucratic responsiveness, non-electoral selection processes, and judicial decision-making, seeks to demonstrate that they are in fact, responsive and crucial to democratic government.
Refereed Publications


♦ “Preference or Deference? The Supreme Court and Judicial Review” (with Jeffrey Segal) Political Research Quarterly 57: 131-143, No. 1 March (2004)


Robert M. Howard, Curriculum Vitae


Other Publications


- "Justices and Presidents" (with Jeffrey Segal), Chapter in Presidential Policymaking: An End-Of-Century Assessment, ed. by Steven A. Shull. Armonk, N.Y.: M.E. Sharpe, Inc. (1999)


Book Reviews


Manuscripts Under Review

- "Ignoring Advice and Consent: Presidential Use of Judicial Recess Appointments" submitted to *American Journal of Political Science* (with Scott Graves)

- "Explaining Public Confidence in Government During the Clinton Impeachment Trial" submitted to *Political Research Quarterly* (with Stephen P. Nicholson and Gary Henry)

- State Policy Innovation in Perspective: Courts, Legislatures and Educational Finance Reform submitted to *Political Research Quarterly* (with Christine Roch)

Recent Conference Paper Presentations


- "Litigation Choice and Bureaucratic Response: Challenging the IRS in the Courts" to be presented Midwestern Political Science Association, Chicago, IL, April 2006

Robert M. Howard, Curriculum Vitae

- "Court Control of the Internal Revenue Service: Differences Between the United States Tax Court and the United States District Court" Midwest Political Science Association, Chicago, IL, April 2005


- "Uncertainty and Public Confidence in Governmental Institutions during and after the Clinton Impeachment Trial" Midwest Political Science Association, Chicago, IL, April 2004 (with Gary T. Henry and Stephen P. Nicholson)


- "Policy Change, Diffusion and Strategic Interaction: The Case of Education Finance Reform" Southern Political Science Association, New Orleans, LA, January 2004 (with Christine Roch)

- "Ideological Divergence and Adequate and Independent State Grounds: Eliminating Supreme Court Review" Midwest Political Science Association. Chicago, IL, April 2003 (with Julianne Flowers and Kenneth Sheppard)

- "Explaining Public Confidence in Government During the Clinton Impeachment Trial" Midwest Political Science Association. Chicago, IL, April 2003 (with Gary Henry and Stephen P. Nicholson).

- "Local Control of the Bureaucracy: Federal Appeals Courts, Ideology, and the Internal Revenue Service." Workshop, Empiricism and Tax Research, Washington University Law School, St. Louis, MO, November 1-2, 2002


- "The Supreme Court and Mysterious Emergence of the Federalist Papers." Midwest Political Science Association. Chicago, IL, April 2002 (with Pamela C. Corley and David C. Nixon)

Other Recent Paper Presentations

- Presented paper “Alexander Hamilton, Party Polarization, and Confidence in Governmental Institutions during the Clinton Impeachment Trial” to Departmental symposium “Scientific Study of Politics,” July, 2004

- Presented Paper, "Understanding the Adoption and Innovation of State Education Finance Reform: Changing Information and Interaction Between Courts and Legislatures” (with Christine Roch), Policy and Urban Studies, Education Policy Brownbag, March 2004

- Presented Paper, “Ideology, Constraint and The Elimination of Supreme Court Review: Examining State Court Use of Adequate and Independent State Grounds” (with Julianne Flowers and Kenneth Sheppard). Department Colloquia, March 2003

- Presented Paper, “Legal Reform in the Developing and Developed World: Do Courts Really Matter?” (with Henry F. Carey), Department Colloquia, March 2003

Manuscripts In Preparation

- “Getting a Poor Return: Courts, Justice and Governing Coalitions in the Audits of Low-Income Taxpayers”

- Getting a Poor Return: Courts, Justice and Taxes. Book Manuscript

- Regional Influences Within a Separation of Powers Framework: The Federal Courts of Appeals and Bureaucratic Policymaking Book Manuscript (with David C. Nixon)

Grants, Honors and Awards


- Georgia State University Research Initiation Grant FY05-07, “Specialized versus General Courts: A Comparison of Ideology and Decision Making of the Tax Court and The Federal District Court” $10,000 (2004)

- Georgia State University Team Grant # 01-05, “Policy Change & The State Courts: The Case of Education Finance Reform” (With Christine Roch), $5,000 (2000)

- Georgia State University Team Grant # 00-012, “Judicial Independence and Regime Legitimacy in Comparative Perspective” (With Henry Carey, Natsu Saito and Charles Marvin), $7,500 (1999)

- American Political Science Association Travel Grant for Advanced Graduate Students (1977)

- Outstanding Graduate Student Teaching Award Department of Political Science, SUNY at Stony Brook (1997)
Teaching Interests

- Civil Liberties and Civil Rights,
- Constitutional Law
- Judicial Politics
- Introduction to American Politics
- Bureaucracy, Regulation, Public Policy, Statistical Methodology and Data Analysis

Courses Taught

Georgia State University, Atlanta, Georgia 1998 to present:

- Constitutional Law: Powers of Government, Undergraduate and Honors Undergraduate level, and Graduate level
  - Students Kimberly Martin (Fall 1998) Daniel Ben Sessions (Fall 1999) Colleen Hall (Fall 2002), Douglas Cheshire (Fall, 2003) award winners Best Undergraduate Paper in Political Science, Department of Political Science

- Civil Liberties and Civil Rights, Undergraduate and Honors Undergraduate level, and Graduate level
  - Students Sean Ditzel (Spring 2001), Jill Irvin (Spring 2002) award winners, Best Undergraduate Paper in Political Science, Department of Political Science. Student Tim Todd (spring 2003) Honorable Mention GSU Honors Program, best Honors Paper

- Introduction to American Government

- Judicial Politics and Process, Graduate level

State University of New York at Stony Brook, Stony Brook, New York 1996 to 1998:

- American Civil Liberties and Civil Rights Undergraduate level

- Constitutional Law Undergraduate level

Dissertation and Master Theses

- Dissertation Committee Chair
  - Pamela Corley, PhD 2005, currently tenure track Assistant Professor at Vanderbilt University.
  - Stephen Joyner, PhD 2005, currently Director of Enrollment and Registration Services, Georgia Perimeter College
  - Jeffrey Davis, PhD 2002, currently tenure track Assistant Professor at University of Maryland, Baltimore County.
  - Paul Foote, PhD 2002, currently tenure track Assistant Professor at Abraham Baldwin Agricultural College.

- Master Thesis Committee Chair for eleven students
Robert M. Howard, Curriculum Vitae

- Master Thesis Committee Member for six students

Current Research

- With Jeffrey Lazarus, an examination of the differences between judicial and jury imposed criminal sentencing in the aftermath of the Sentencing Reform Act of 1984
- With Cole Taratoot an comparison of national and regional court influence on the NLRB and Administrative Law Judges
- With Christine Roch, an examination of law, courts and educational policy, particularly in the area of education finance reform.
- With David Nixon, and examination of regional as well as national control of the IRS, NLRB, and the EPA within a separation of powers framework.
- With Scott Graves, and examination of Judicial Recess Appointments

Leadership in the Discipline

- Justice System Journal
  - Editor-in-Chief designate 2008
  - Associate Editor 2007
  - Editorial Board Member 2005 to date
  - Notes Editor, 2005-2006
- American Political Science Association
  - Committee Lifetime Achievement Award, Law and Courts Section, 2006-2007
  - Program Chair, Judicial Politics and Public Law Section, 2006 Annual Meeting of the American Political Science Association, Philadelphia, PA.
  - Chair, 2005 C. Herman Pritchett Award Committee, Law and Courts Section (Best Book written on Law and Courts)
- Midwest Political Science Association
Robert M. Howard, Curriculum Vitae


- Southern Political Science Association
  - Local Arrangements Committee Member, Annual Meeting of the Southern Political Science Association November 2000, Atlanta, Georgia

- Reviewer, National Science Foundation, Law and Social Science proposals.

- Reviewer for journals
  - American Political Science Review
  - Journal of Politics
  - American Journal of Political Science
  - Political Research Quarterly
  - American Politics Research
  - Law and Policy Journal
  - Justice System Journal
  - Policy Studies Journal
  - Judicature
  - Law and Society Review
  - Legislative Studies Quarterly
  - Politics and Policy
  - State and Local Government Review
  - Roxbury Publishing Company

- Reviewer for Publishers
  - Longman Publishing Company

University and Departmental Service

- Georgia State University
  - University Career Services Faculty Advisory Committee, Spring 2004 to present

- Georgia State University, College of Arts and Sciences
  - Undergraduate Director's Council 2006
  - Chair By-Laws committee, 2005-2006
  - By-Laws committee representative for social and behavioral sciences, Spring 2004 – Spring 2005
  - Pre Law Advisor, Fall 2003 to present
  - Law and Society Advisor, Bachelor of Interdisciplinary Studies, Fall 2003 to Present

- Georgia State University, Political Science Department,
  - Undergraduate Director 2006 to present
Robert M. Howard, Curriculum Vitae

- Faculty Advisor, Pre Law Club, Fall 2003 to present
- Faculty Advisor, Moot Court, Fall 2003 to present
- Georgia State University, Undergraduate Advisement Committee, Fall 2004 to present
- Ad Hoc Committee on Recruitment and Hiring 2003
- Executive Committee, 2002-2004 Academic years
- Graduate Committee, 1999 to 2003
- Chair Public Law/Judicial Politics Search Committee, 2002-2003
- American Politics Search Committee 1999 to present
- Political Theory Search Committee, Spring 1999
- Chair and Organizer, William R. Thomas Retirement party, Spring 2003
- Participant, Affirmative Action Debate sponsored by Pi Sigma Alpha and co sponsored with Department of Sociology, November 30, 2001
- Panelist and Discussant, Department Colloquia, Judging Thomas by Ken Foskett, with Ken Foskett, December, 2004

Community Service

- Guest Political Commentator
  - Good Day Atlanta FOX 5 news, November 2000
  - Channel 11, WXIA news, November 2000
Robert M. Howard, Curriculum Vitae

Professional memberships

- American Political Science Association. 1994 to present.
  - Law and Courts Section
  - Public Policy Section
  - Methodology Section
  - State Politics Section
- Midwest Political Science Association. 1994 to present.
- Southern Political Science Association 1994 to present.
- Western Political Science Association 2004 to present
- Georgia Political Science Association 1998 to present
Jeffrey Lazarus

Political Science Department
Georgia State University
PO Box 4069
Atlanta, GA 30302-4069

cell: 404-642-1964
office: 404-651-4853
jlazarus@gsu.edu

Employment
Assistant Professor, Georgia State University, 2004 – present

Education

Cum Laude from university; “Highest Honors” from political science department

Refereed Publications


Manuscripts In Circulation
The Speaker’s Discretion: Conference Committee Appointments from the 97th-106th Congress.
With Nathan W. Monroe.
Invited to revise and resubmit at Political Research Quarterly

Buying in: Expanding the Rational Model of Candidate Entry
Invited to revise and resubmit at Journal of Politics

Incumbent Vulnerability and Challenger Entry in Statewide Elections
Invited to revise and resubmit at American Politics Research

Working Papers
Interaction Among Incumbents and Challengers in the Decision to Seek Office.

Redistricting Commissions and Partisan Bias (with Richard Engstrom)

The Electoral Consequences of No-Confidence Votes in Japan (with Benjamin Nyblade and Mikitaka Matsuyama).

Grant Received
Georgia State University Research Initiation Grant, 2005-6 ($9300)
Other Current Projects
Party and Electoral Vulnerability in the Provision of Pork Among U.S. House Members

Electoral Security and Party Loyalty in the U.S. House of Representatives


The Effect of Primary Divisiveness on General Election Outcomes in Statewide Elections.

Conference Presentations

- “Incumbent Vulnerability and Challenger Entry in Senate and Gubernatorial Elections.” 2006 meeting of the American Political Science Association
- “Incumbent Vulnerability and Challenger Entry in Senate and Gubernatorial Elections.” 2006 meeting of the Midwest Political Science Association
- “Redistricting Commissions and Partisan Bias.” 2006 meeting of the Midwest Political Science Association
- “Buying in: Expanding the Test of the Rational Model of Candidate Entry.” 2006 meeting of the Southern Political Science Association. Atlanta, GA.
- “The Strategic Origins of the Experienced-Challenger Advantage.” 2005 meeting of the Midwest Political Science Association, Chicago IL.
- “Buying Cheap: Term Limits’ Effects on State Legislators’ Career Paths.” 2005 meeting of the Southwest Political Science Association, New Orleans, LA.
- “The Use of No-Confidence Votes in Parliamentary Democracies.” 2004 meeting of the American Political Science Association. Chicago, IL. (With Benjamin Nyblade and Mikitaka Matsuyama)
- “Buying Cheap: Term Limits’ Effects on State Legislators’ Career Paths.” 2004 meeting of the Midwest Political Science Association, Chicago IL.
- “The Speaker’s Discretion: Conference Committee Appointments from the 96th-104th Congress.” 2003 meeting of the Midwest Political Science Association, Chicago, IL. (With Nathan W. Monroe)
- “Assessing the President’s Role as Party Agent in Congressional Elections: The Case of Bill Clinton in 2000.” 2002 meeting of the Midwest Political Science Association, Chicago, IL. (With Gary C. Jacobson and Samuel Kernell)
- “Can A Challenger Push An Incumbent Around (Or Out)? 2002 meeting of the Midwest Political Science Association, Chicago, IL.
Professional Experience and Service
- Invited Presentation, University of Georgia. April 2006
- Participant, Empirical Implications of Theoretical Models Seminar. Berkeley, CA 2005
- Referee, Legislative Studies Quarterly
- Referee, Political Research Quarterly
- Referee, American Politics Research
- Referee, State Politics and Policy Quarterly
- Panel discussant/chair, 2004 APSA Meeting
- Panel discussant/chair, 2005 MPSA Meeting
- Panel discussant/chair, 2006 MPSA Meeting

Courses Taught
- Undergraduate Research Methods
- Introduction to American Politics
- Congress (Undergraduate)
- Congress (Graduate Seminar)

Other Teaching Interests
- Legislative Simulation (Undergraduate – currently preparing for Spring 2007)
- Political Parties (Undergraduate)
- Elections (Undergraduate)
- American Institutions (Graduate Seminar)
- American Politics Survey (Graduate Seminar)
- Research Methods/Design (Graduate Seminar)

Dissertation
“Strategic Entry in U.S. House Elections: Assessing the Causes and Effects of Interaction Among Incumbents and Challengers.” Dissertation Committee: Gary Cox (Chair), Gary Jacobson, Mathew McCubbins, Joel Sobel, Paul Frymer

Abstract:
This dissertation examines the electoral entry decisions of politicians who consider running for the U.S. House of Representatives. I argue that three prominently-researched phenomena—the incumbency advantage, the divisive primary disadvantage, and the experienced challenger effect—are each driven to a significant degree by strategic entry decisions. In each case, existing literature has shown that strong-candidate entry correlates strongly with electoral success. But in each case that correlation may be due as much to a self-fulfilling prophecy—that strong candidates enter races they think they can win, bringing higher vote shares with them—as it is to any causal impact brought by the entry itself. This sort of selection bias has been noticed before in the literature on the incumbency advantage and there is currently a lively debate over its extent. This dissertation’s original contribution is to show theoretically that this problem arises almost anywhere there are strategic politicians seeking to maximize the value of their electoral careers; and the first to show empirically that this problem arises in the cases of the divisive primary and experienced challenger effects.
Other Experience

- Visiting Lecturer, UCSD, 2004
- Visiting Lecturer, University of San Diego, 2003
  - Design, implement data-gathering technique for project on presidential veto threats.
  - Manuscript assistance on The Logic of American Politics
  - Data collection for project on polarization of California politics.
- Research Assistant, Professor Samuel Kernell, 2000.
  - Design and implement data-gathering technique for project on nineteenth century political career paths.

Professional memberships

- American Political Science Association
- Midwestern Political Science Association
- Southwest Social Science Association
- Southern Political Science Association
PETER LINDSAY  
Assistant Professor of Political Science and Philosophy  
Georgia State University  
38 Peachtree Center Avenue  
GCB – 1005  
Atlanta, GA 30303  

EDUCATION  

Ph.D., Political Science (Theory), University of Toronto  
M.A., Political Science (Theory), University of Toronto  
B.A., Political Science & Italian, University of Colorado  

INTELLECTUAL CONTRIBUTIONS  

Book  


Refereed Journal Articles  


“Lincoln on Secession.” *Social Theory and Practice* Volume 29, Number 1, 2003 (with Christopher Wellman).  


Under Review:  


“Hayek and Polanyi, 60 Years Later” *Socialist Studies*.  


Review Essays/Book Reviews/Book Notes


*Dancing in Chains: Narrative and Memory in Political Theory,* by Joshua Dienstag (*Political Theory,* August 1999).


Other Publications

*Atlanta Journal Constitution* editorial: “Facts show Cheney has it all wrong” (9/13/04)

*Atlanta Journal Constitution* editorial: “Political insight has lost a champion” (11/29/02)

*Atlanta Journal Constitution* editorial: “Atrocity is hardly our nation’s alone” (9/11/02)
Atlanta Journal Constitution editorial: “Busting the Braves’ chops” (10/19/99)

Invited Lectures


“Just War Theory,” Clayton College and State University, April 19, 2005.


Conference Participation

“Are the Judgments of Conscience Unreasonable?” (2006 Southern Political Science Association Annual Meeting)

Participant on John Simmons Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (October, 2005)

“Are the Judgments of Conscience Unreasonable?” (2005 Northeastern Political Science Association Annual Meeting)

“Polanyi and Hayek, 60 Years Later” (10th International Karl Polanyi Conference, Istanbul, Turkey, October, 2005)

“Representing Redskins: Professional Sports and the Ethics of Native American Team Names” (Annual Conference of the International Political Science Associations Research Committee on Political Philosophy, April, 2005)

“Representing Redskins: Professional Sports and the Ethics of Native American Team Names” (2005 Midwest Political Science Association Meeting)

Participant on Tom Christiano Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (February, 2005)

“What Rights of Property Would We Really Agree to?” (2004 Western Political Science Association Meeting)
“Liberal Neutrality and the Myth of Free Markets” (2003 Canadian Political Science Association Meeting)

“Comments on The Legacy of C.B. Macpherson” (2003 Canadian Political Science Association Meeting)

Participant on Larry May Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (March 2003)

“Comments on Religion and the Liberal State” (2002 Southern Political Science Association Meeting)

“Comments on Cosmopolitan Politics and Political Theory” (2002 Canadian Political Science Association Meeting)

“Comments on the Problems of Liberalism in Theory and Practice” (2001 Southern Political Science Association Meeting)

Participant on Allen Buchanan Manuscript Workshop, Blumenfeld Ethics Center, Georgia State University (March 2001)

“Liberal Property Rights” (2000 Southern Political Science Association Meeting)

“Comments on Geeks and Monsters: Hate Crime Subjectivity in Perspective” (Conference on Hate Crimes; Jean Beer Blumenfeld Center for Ethics, Georgia State University, April, 2000)

“Episodes in the Disembodiment Narrative: The Communitarians, Macpherson and Marx” (1997 Canadian Political Science Association Annual Meeting)

“Ontology, Labour and Markets” (1993 Canadian Political Science Association Annual Meeting)

TEACHING EXPERIENCE

1999-Present  Georgia State University – Assistant Professor
1996-1999  Harvard University – Lecturer on Social Studies
Fall 1998  University of New Hampshire – Visiting Lecturer
1995-96  University of Toronto – Adjunct Professor
1988-95  University of Toronto – Teaching Assistant
1990-92  Harvard University – Teaching Fellow
1984-88  Thayer Academy, Braintree, MA – High School history teacher

COURSES TAUGHT
• Director of Georgia State University Italian exchange program (2001-present)
• Content Knowledge Committee (2002-2005)
• Committee on Publication in the Book Fields (2004)
• Member, Professional Education Faculty (2002-2005)
• Member, Jean Blumenfeld Center for Ethics (1999-present)
• Affiliate faculty member, Women’s Studies Institute (1999-present)
• Affiliate faculty member, Honors Program (2006-2008)
• Board of Governors, Women’s Studies Institute (2000-1)
• Library liaison, Women’s Studies Institute (2001-2002)
• Executive Committee, College of Arts and Sciences Humanities Initiative (2006-present)
• Undergraduate Committee, Department of Political Science (2006-2007)
• Executive Committee, Department of Political Science (2001-2, 2003-4, 2005-6)
• Self-Study Committee, Department of Political Science (2006-7)
• Faculty Advisor, Pi Sigma Alpha (Political Science Honors Society) (2000-2002)

PROFESSIONAL ACTIVITIES

Memberships

• American Philosophical Association
• American Political Science Association
• Canadian Political Science Association
• Northeastern Political Science Association
• Southern Political Science Association
• Western Political Science Association

Manuscript Reviewer

• History of Political Thought
• Blackwell Publishing
• Politics & Policy

AWARDS

• 2006 Georgia Board of Regents Award for Excellence in Teaching
• American Political Science Association and Pi Sigma Alpha citation for Outstanding Teaching in Political Science
• 2005 College of Arts and Sciences Outstanding Teaching Award (Georgia State University) (See PS: Political Science & Politics Volume XXXVIII, Number 4, October 2005, pg. 751)
• 2005 Distinguished Honors Professor Award (Georgia State University) (See PS: Political Science & Politics Volume XXXVIII, Number 4, October 2005, pg. 751)
• Phi Beta Delta Honors Society for International Scholars (inducted 2005)
• Golden Key Honors Society (inducted 2005)
• Georgia State University Writing Across the Curriculum Grant (2003)
• Derek Bok Award for Excellence in Undergraduate Teaching (Harvard University)
Georgia State University (1999-Present)

Graduate level:
- Feminist Political Theory
- Classical and Early Modern Political Thought
- Modern Political Thought
- Liberalism and Its Critics
- Contemporary Political Philosophy
- The Political Theory of Economic Justice

Undergraduate level:
- Feminist Political Theory
- Introduction to Political Theory
- Introduction to Political Science
- Classical and Early Modern Political Thought
- Modern Political Thought
- Liberalism and Its Critics
- The Political Theory of Economic Justice

Independent studies directed:
- Machiavelli and Kautilya
- Contemporary Political Philosophy
- Feminist Political Theory
- The Political Thought of Alexis de Tocqueville
- The Political Thought of Niccolò Machiavelli
- Just War Theory

Harvard University (1996-1999)

- Introduction to Social Studies A (Fall)
- Introduction to Social Studies B (Spring)
- The State and Economic Life
- The Political Theory of Economic Justice
- Senior thesis supervision and evaluation

University of New Hampshire (1998)

- Feminist Political Theory

University of Toronto (1995-1996)

- American Political Thought (co-taught with Melissa Williams)
- Modern Political Theory (Erindale Campus)
- Thinking About Politics (co-taught with former Ontario Premier Bob Rae)

RECENT ADMINISTRATIVE EXPERIENCE
- University of Toronto Open Fellowship

REFERENCES

Available on request
Carrie Manning  
Associate Professor  
Department of Political Science

I. EDUCATIONAL/PROFESSIONAL CREDENTIALS

University of California, Berkeley  
PhD, Political Science, December 1997

Woodrow Wilson School of Public and International Affairs  
Princeton University  
MPA, June 1991

Wesleyan University, Middletown, Connecticut  
BA with honors, June 1986

II. TEACHING EXPERIENCE

2/04-present  Associate Professor, Department of Political Science, Georgia State University

1/04-12/04  Visiting Associate Professor, Department of National Security Affairs, Naval Postgraduate School, Monterey, California

8/98-2/04  Assistant Professor, Department of Political Science, Georgia State University

1/94-5/94  Adjunct Lecturer, Department of Political Science, Baruch College, City University of New York

III. ADMINISTRATIVE EXPERIENCE (ACADEMIC)

Jan. 2006-Present  Director of Graduate Studies, Department of Political Science, Georgia State University

2005-present  Member, University Senate, Georgia State University. Committees: Committee on Academic Programs, Commencement Committee

Fall 2005-Present  Member, departmental graduate committee, Political Science Department, Georgia State University

2005-present  Member, departmental promotion and tenure committee, Political Science Department, Georgia State University

Fall 2005-Present  Member and Secretary, Graduate Studies Council, College of Arts and Sciences, Georgia State University

1999-present  Departmental coordinator for international affairs
internships. Political Science Department, Georgia State Univ.

2002-03 Member, departmental executive committee, Political Science Department, Georgia State University

1999-present Member, all departmental search committees for Comparative/international politics positions, Political Science Department, Georgia State University

1999-2000 Member, Phi Beta Kappa Faculty Group, Georgia State University, 1999-2000

IV. BUSINESS AND PROFESSIONAL EXPERIENCE

5/99-5/01 Senior Political Advisor, Mozambique Elections Project, The Carter Center, Atlanta

1/97-2/98 Country Director, Angola Program, national Democratic Institute for International Affairs, Luanda, Angola

10/95-12/96 Program Manager, Angola Democracy Studies Program, National Democratic Institute for International Affairs, South Africa and Angola

6/92-8/92 Contractor, U.S. Agency for International Development, Maputo, Mozambique


V. COURSES TAUGHT

Undergraduate
Third World Politics (at Baruch College)
African Politics (at Baruch College)
Global Issues POLS 2401
African Politics POLS 4230
Comparative Politics POLS 3200
Comparative Political Economy of Development POLS 4273
The Politics of Peace: Civil War, State-Building, and Democratization POLS 4215

Graduate
African Politics POLS 8280
Comparative Public Administration POLS 8730/PAUS 8421
Comparative Political Economy of Development POLS 8273
The Politics of Peace: Civil War, State- POLS 8215
VI. INTELLECTUAL CONTRIBUTIONS

A. Publications – Journal Articles

Referenced articles


“Competition and Accommodation in Post-Conflict Democracy: The Case of Mozambique,” *Democratization*, 8/2, (Summer 2001), 140-68.


Other articles


B. PUBLICATIONS – BOOKS/MONOGRAPHS/CHAPTERS

Books


Chapters


C. PROCEEDINGS (Refereed)

None.

D. PROFESSIONAL PRESENTATIONS


Discussant for GSU graduate student panel, “Post-Conflict and Transitional Justice,” annual meeting of the International Studies Association-South, Miami, Florida, Nov. 3-6, 2005.


“Organizational dynamics and the transformation of armed opposition groups into political parties: Ideas from Bosnia, Kosovo, Mozambique, and El Salvador,” paper presented at workshop on Promoting Democracy Abroad, organized by the CCUNY Colin Powell Center and University of Washington’s Center for International Studies, April 15, 2005.


“Building Local Governance after Civil War,” paper presented at the conference on “Peacebuilding after Peace Accords,” sponsored by The Research Initiative on the Resolution of
Ethnic Conflict (RIREC) at the Joan B. Kroc Institute for International Peace Studies, University of Notre Dame, September 11-13, 2003.


“Relief and Development NGOs in Rule of Law Promotion,” presented at the annual meeting of the International Studies Association, Los Angeles, California, March 2000. (Also served as panel chair)


E. EDITORIAL/REVIEWER PROJECTS

External referee for the following journals:


*Africa Insights* (2004-present)

*Comparative Politics* (2000-present)

*Democratization* (2003-present)

*International Peacekeeping* (2003-present)

*UNESCO International Journal on Multicultural Societies*

External reviewer:
International Dissertation Research Fellowship Competition, Social Science Research Council (2003-04, 2005-06)

United States Institute of Peace grants program (2002)


Book reviews:


VII. PROFESSIONAL AND HONOR ORGANIZATION ACTIVITIES

A. Membership

American Political Science Association
African Studies Association
International Studies Association
Academic Council on the United Nations System

B. Offices/Committees/Presentations

Secretary, Comparative Democratization Section, American Political Science Association, 2004-2006.

Section co-chair, ‘Conflict and international peacekeeping,’ annual meeting of the African Studies Association, 2006.


Interim Steering Committee, African Politics Conference Group of the American Political Science Association, 2001-2002
Program Committee, African Politics Conference Group of the American Political Science Association, 2001-2002

Interim Executive Committee, Politics Group, African Studies Association, 2001-present

VIII. HONORS, AWARDS AND RECOGNITION

Grants and Fellowships

Fulbright Research/Lecture Grant in Bosnia and Herzegovina for 2003-04 ($24,000, declined).

U.S. Institute of Peace, grant for research on the transformation of armed opposition groups into functional civilian parties. Bosnia, Kosovo, 2001-02. ($22,050)

Georgia State University, Research Initiation Grant for comparative research on post-conflict democratization. Bosnia, Kosovo, 2000. ($5,000)

International Studies Association, workshop grant with GSU Professor Chip Carey, on Nongovernmental Organizations and Human Rights, 1999. ($3,000)

Fulbright research grant for dissertation research in Mozambique, 1994-95. ($24,000)

Aspen Institute grant for dissertation research in Mozambique, 1994-95 ($5200, declined)

Foreign Language and Area Studies Fellowship (FLAS), University of California, Berkeley, 1991-92.

Johnson Trust Scholarship for Academic Excellence (partial tuition), Wesleyan University, 1986-92.

Awards


Florence Mason Palmer Prize for international relations essay, University of California, Berkeley, Spring 1993. ($1200)

Phi Beta Kappa, Wesleyan University, 1986.

Invitations to lecture or provide expert assessment

Invited speaker


“As Eleicoes e a Democratizacao na Africa Sub-Saharan,” Invited lectures presented at the Universidade Augustin Neto and Piaget University, Luanda, Angola, July 2003.


Sole guest on Pacifica Radio’s one-hour Africa Today program, discussing contemporary politics in Mozambique and Angola. (December 20, 1999)


Expert advice and assessment
On Mozambican parliament for cross-national study of legislative power, Professor Steven Fish, principal researcher, University of California, Berkeley, September 2002.


Work referenced by other scholars

Reviews of Carrie Manning, *The Politics of Peace in Mozambique*


Work referenced


Works cited in syllabi and bibliographic collections:


Syllabus for “Politics and Public Policy in South and Southern Africa,” University of Natal, Durban (South Africa), 2002. Manning, “Constructing Opposition in Mozambique: Renamo as


CURRICULUM VITA

JENNIFER L. Mccoy

Department of Political Science
Georgia State University
Atlanta, GA 30303
404-651-4847 (Office)
404-651-1434 (Fax)

Email: jmccoy@gsu.edu

PROFESSIONAL EXPERIENCE

1998-present  Director, Americas Program, The Carter Center (joint position)
2006-present  Professor, Department of Political Science, Georgia State University
1991-2005  Associate Professor, Department of Political Science, Georgia State University
1984-1990  Assistant Professor, Department of Political Science, Georgia State University
1989-1998  Senior Research Associate, Latin American and Caribbean Program, Carter Center
1994-present  Senior Associate, Policy Research Center, Georgia State University
1987-88  Associate Director, Latin American and Caribbean Program, Carter Center of Emory University (on leave from Georgia State University)

EDUCATION

University of Minnesota, PhD April, 1985
Department of Political Science

Fields of Concentration: International Politics
                        Comparative Politics (Latin America)
                        Comparative Political Economy

Supporting Program: Economics
                   Statistics


Oklahoma State University, 1974-78
B.A. with Honors, Political Science and Spanish

Universidad de los Andes, Bogotá Colombia
Semester of study, 1977
RESEARCH INTERESTS
Democratization processes in Latin America and Third World.
Electoral processes and election monitoring.
Transparency and corruption.
U.S. policy towards Latin America.

TEACHING INTERESTS
Comparative Politics
Latin American Politics
Comparative Political Economy
Comparative Democratization
International Politics
International Political Economy
International Development

COURSES TAUGHT
Latin American Politics (graduate and undergraduate)
Political Economy of Latin America (graduate and undergraduate)
Comparative Political Economy (graduate)
Comparative Democratization Processes (graduate)
International Politics (undergraduate)
Theories of International Politics (graduate)
International Political Economy (graduate and undergraduate)
International Development (graduate)
Global Affairs (undergraduate)
The Vietnam War (graduate and undergraduate)
American Foreign Policy (undergraduate)

HONORS/GRANTS
The Carter Center, half-time buy-out to serve as Director of the Americas Program, 1998-2006 ($600,000). Manage Program with a $2.7 million annual budget.
Georgia State University Exceptional Service Award, 2003.
Georgia State University Research Team Grant, Political Communication and Civil Society Formation in Transitional Democracies. 1998 ($15,000)
Georgia State University International Initiatives Grant, “Democratization and Decentralization in Latin America.” 1995-96 ($13,000).
Rockefeller Foundation Team Residency, 1995. “Political Learning during Redemocratization in Latin America,” Bellagio Conference and Retreat Center, Italy.
North-South Center Research Grant, 1993-94. "Political Learning during Redemocratization in Latin America" ($43,000).


Georgia State University Instructional Improvement Grant, 1995.


Faculty Development Seminar, Federal University of Pernambuco and University System of Georgia, Recife, Brazil, 1986.

Georgia State University Travel Research Grant, 1985.


University of Minnesota Special Research Grant, 1982.

Graduate School Tuition Scholarship, 1981.

Hubert H. Humphrey Fellowship, 1978.

Phi Kappa Phi Honorable Mention Fellowship, 1978.

WORKS IN PROGRESS

"Regime Change in Venezuela: Theoretical Implications of Regime Unraveling.”
with David Myers.

"International Mediation in Venezuela, 2002-2004.” Book manuscript in progress with Francisco Diez.

PUBLICATIONS:

BOOKS


Political Learning and Redemocratization in Latin America: Do Politicians Learn from Political Crises?, edited by Jennifer L. McCoy (Univ. of Miami: North-South Center; Lynne Rienner Press (distributors), 2000).


REFEREED ARTICLES and BOOK CHAPTERS


Jennifer McCoy, “Monitoring and Mediating Elections during Latin American Democratization,” in Kevin Middlebrook, editor, Electoral Observation and Democratic


INVITED PUBLISHED ARTICLES and BOOK REVIEWS


"Venezuela After the Recall Referendum," in U.S. Policy in Latin America: Mexico, Colombia and Venezuela, Aspen Institute, January 2005.


"Venezuela" 2000 American Annual/Encyclopedia Year Book (Grolier Educational).


"Venezuela’s ‘Peaceful Revolution’," Current History (February 1999): 122-126 (with Harold Trinkunas).


PUBLISHED REPORTS AND WORKING PAPERS

Observing the Venezuela Recall Referendum. The Carter Center. February 2005. (Contributor and editor.)


CONFERENCE PAPERS


“Venezuela in the Grey Zone: from Feckless Democracy to Dominant Power Syndrome?”, paper presented at Latin American Studies Association Congress, Dallas, March 2003 (with David Myers.)

“Making Democracy Meaningful in Latin America,” paper presented at the American Political Science Convention, San Francisco, August 2001 (with Shelley McConnell).


INVITED LECTURES/SYMPOSIA


Presenter, Aspen Institute Congressional Forum on Latin America, Punta Mita, Mexico, Jan 9-14, 2005.


Presenter, “Venezuela Recall Referendum,” Miami Herald Latin American Conference,


Moderator and Participant, Inter-American Forum on Political Parties, Sponsored by the Organization of American States, Vancouver, December 4-6, 2002.


Invited participant of civil society to the Presidential Summit of the Americas (Quebec City, April 2001. Contributed proposals through the OAS and the Council of Presidents and Prime
Ministers.


Participant, Seminar on Collective Responses to Regional Problems, American Academy of Arts and Sciences, Carter Center, Atlanta, September 20-21, 1993.


Discussant, Conference on International Transformations and Hemispheric Restructuring, North-South Center, Miami, December 7-8, 1992.


Participant, Mexican Election-Monitoring of U.S. Elections Project, Carter Center,
November 1-5, 1992.


Presenter, Conference on U.S.-Latin American Relations in the 1990s, North-South Center, Miami, June 15-17, 1991.


Rapporteur, Consultation on the Hemispheric Agenda, The Carter Center of Emory University, Atlanta, March 29-30, 1989.


Participant, Seminar on U.S. Elections and Policy Toward Latin America, Cuban Center for U.S. Studies and University of New Mexico, Havana, Cuba, September 1988.

**OP/ED ARTICLES**


"Journey to Democracy in Nicaragua," with Robert A. Pastor, Atlanta Journal and
Constitution (Perspective Section), April 22, 1990.


PROFESSIONAL ACTIVITIES/RECOGNITION

Life-time Member of the Council on Foreign Relations (2005-).

Academic Advisory Board Member to the U.S. Commission on Federal Election Reform, co-chaired by Jimmy Carter and James Baker (2005).


Member of the Board, FOCAL (Canadian Latin American Institute), 2005.


Co-chair of the UNDP-LAC Democratic Dialogue Community of Practice project (2003).

Consultant to the UNDP Regional Project on Democratic Development in Latin America (theoretical framework), 2002.

Methodological Advisory Committee member of the Global Access Project to measure corruption and government accountability globally, Center for Public Integrity, 2002-2004.

Advisory Board member, SUNY-Binghamton Democracy Center (2001-2004).

Director, Carter Center’s project on Mediation and Monitoring in Venezuela (2002-2004).

Representative for the Carter Center to the Tripartite International Working Group on Venezuela (OAS, UNDP, Carter Center) to mediate the political conflict, 2002-2004.

Director, President Carter’s historic trip to Cuba, May 2002 (organized trip and accompanied the Carters).

Consultant to the United Nations Development Program, U.S. State Department, and private companies.


Election observer to Indonesia (1999), Jamaica (1997), Guyana (October 1992) with Carter Center delegation; Haiti (December 1990) with Carter Center/NDI delegation; Suriname (May 1991) with OAS delegation.

Chaired hemispheric conference on Political Finance in the Americas, The Carter Center, March 2003 (100 participants including former presidents, current policymakers, leading scholars, media, business, NGOs.)

Chaired hemispheric conference on Challenges to Democracy in the Americas, The Carter Center, October 2000 (100 participants including former presidents, current policymakers, leading scholars, media, business, NGOs.)

Chaired hemispheric conference on Transparency for Growth in the Americas, The Carter Center, May 1999 (100 participants including former presidents, current policymakers, leading scholars, media, business, NGOs.)

Director, Nicaraguan Property Project of The Carter Center (1994-95).


Member, Academic Advisory Council for Regents Global Center, University System of Georgia, 1992-94.

Local Arrangements Co-Chair, Congress of Latin American Studies Association, Atlanta, March 1994.

IR Section Head, Southern Political Science Association (1990)

Executive Council Member, International Studies Association-South (1989-91)

Board of Directors, Georgia Partners of the Americas (1989-91)

Associate Director, Latin America Consortium, University System of Georgia (1989-present)

Chair, Political Science Interdepartmental Group, University Center in Georgia (1988-90)

Creator and Chair, Atlanta Faculty Political Economy Study Group (1989-90)
Creator and Chair, Atlanta Latin American Faculty Study Group (1989-91)


Panel Chair, American Political Science Association Meeting, 1986; Southern Political Science Association Meeting, 1994.


PROFESSIONAL MEMBERSHIPS
   American Political Science Association
   Latin American Studies Association

FOREIGN LANGUAGES Spanish (high proficiency)

TRAVEL

Research: Venezuela, Nicaragua, Uruguay.
Travel: Argentina, Bolivia, Brazil, Chile, Costa Rica, Colombia, Cuba, Ecuador, Europe, Haiti, Guyana, Indonesia, Jamaica, Mexico, Peru, Suriname.

March 2005
CURRICULUM VITAE  
SYED RASHID NAIM

Lecturer  
Department Of Political Science  
Georgia State University

II  
EDUCATION


B.A. (Honors): In History (minors in Political Science and Economics). From the Aligarh Muslim University, Aligarh, India. 1977. First Division.

III  
LANGUAGE SKILLS:

English, Urdu, Hindi, and Modern Standard Arabic

IV  
PROFESSIONAL EXPERIENCE:

A.  
TEACHING

Lecturer, Georgia State University, Atlanta, Georgia, 2002-, Courses taught: 
Global Affairs
Comparative Politics
International Relations
Politics of South Asia
Religion and Politics
Model Arab League
Model United Nations
Faculty Advisor, United Nations Association

Visiting Lecturer, Georgia State, University, Atlanta, Georgia, 1998-2002. Courses taught:
Global Affairs
International Relations
Comparative Politics
Assistant Professor, Georgia State University, Atlanta, Georgia, 1993-98. Courses taught:
*International relations*
*Comparative Politics*
*Politics in the Middle East and North Africa (graduate & undergraduate)*
*Islam and Politics (graduate)*
*Religion and Politics (undergraduate)*

Visiting Assistant Professor, Union College, Schenectady, New York, 1991-93. Courses taught:
*Foreign and Defense Policy Making in the Third World*
*The Arab-Israeli Conflict*
*Introduction to International Relations*
*Middle East Politics*
*Religion and Politics*
Senior Thesis supervised: 13

Lecturer, University of California at Santa Cruz, Spring Quarter 1991. Courses taught:
*Government and Politics in the Middle East*
*Islam and Politics*

Instructor, Department of External Studies, Oxford University, United Kingdom, 1989-91. Courses taught:
*Government and Politics in South Asia*
*Islam and Politics*

Instructor, University of Illinois at Urbana-Champaign Extension Program, 1983-85, 1987-88. Course taught:
*Comparative Politics*

Instructor, Department of political science, University of Illinois at Urbana-Champaign. Summer 1987, 1988, fall 1987. Courses taught:
*Middle East Politics*
*Developing Societies of the Third World*
*Comparative Politics*
B. RESEARCH:

Research Fellow, Oxford Centre for Islamic Studies, St. Cross College, Oxford, United Kingdom, 1988-1991. Research included work on the theories of legitimacy in Muslim political thought with particular reference to the Middle East, and on a cultural and intellectual atlas of the Muslim world.

Research for Ph.D. dissertation. Substantive areas looked into include the history of political institutions and political unrest in the Muslim world, the works of contemporary Muslim activists on Islamic Social and Political organization, and movements for Islamic political revival.

Visiting Research Fellow at Oxford Centre for Islamic Studies, St. Cross College, Oxford, United Kingdom, summer 1987. Developed project proposal for an intellectual atlas of the Muslim world.

Field research in Egypt on topic of dissertation, 1985-86. Was non-stipendiary Fellow at the American University in Cairo for the year.

Research on impact of nuclear proliferation and nuclear war in South Asia.


C. OTHER:

Member (2004-2005) and Vice President (2005-2006), Governing Board Southern Regional Model United Nations. Responsibilities include development and supervision of program and attending bi-annual meetings of the Board.

Member Islam and the West Annual Forum on Islam and the West, Oxford Centre for Islamic Studies, Oxford, UK.

Referee for Arabic and Islamic Studies manuscripts, University of Exeter Press, UK.

Referee for articles International Journal of Middle East Studies.

Peer referee for articles for Journal of Islamic Studies, Oxford University Press.

Peer referee for Manuscript, Routledge Taylor and Francis Books.

Assistant Editor, Journal of Islamic Studies. Published by the Oxford University Press, 1988-90.

Consultant Prudential Relocation Services, International Division.
Regular commentator and invited guest on Voice of America, Hindi Service for issues concerning the US and South Asia and the Middle East.

Spoken extensively and run training seminars on Islam and politics, Middle East Politics and terrorism following September 11 2001. Venues included Delta Airlines, Rotary and Lions Clubs, Churches and Synagogues and other civic organizations. Also appeared on NPR and local news channels to discuss 9/11 related issues.


Organized several international conferences and research seminar series at the University of Illinois at Urbana-Champaign and Oxford Centre for Islamic Studies.

Spoken as invited guest on Radio talk shows in the US and UK, both commercial and public radio, on issues of expertise and interest.

V PUBLICATIONS:

Book Review: Abou el Fadal, Rebellion and Violence in Islamic Law, in Journal of Third World Studies, (forthcoming)


**VI AWARDS, HONORS AND DISTINCTIONS:**

International Studies Education Excellence Award, Georgia State University, 2004

Outstanding Delegation Award for GSU team trained and coached by self at Southern Regional Model Arab League Conference, 2004

Honorable Mention Award for GSU team trained and Coached by self at National Model United Nations Conference, 2004

Honorable Mention Award for GSU team trained and Coached by self at Southern Regional Model United Nations Conference, 2004

Elected to Governing Board Southern Regional Model United National, 2004

Dean S. Dorman Dissertation Field Research Award, Department of political science, University of Illinois at Urbana-Champaign. 1985

Ford Foundation Fellow at the Program in Arms Control, Disarmament and International Security, University of Illinois at Urbana-Champaign. 1983-84.

Ford Foundation Fellow at the Program in Arms Control, Disarmament and International Security, University of Illinois at Urbana-Champaign. 1981-82.

Ford Foundation Fellow at the Australian National University. 1980-81.

University Grants Commission, Junior Research Fellow in West Asian Studies Division of the School of International Studies, Jawaharlal Nehru University. 1979-80

University Grants Commission Scholarship at School of International Studies, Jawaharlal Nehru University. 1977-79.

First Position in M.A. at the Jawaharlal Nehru University.

Third position in graduating class of 1977, in B.A. (Honors) at Aligarh Muslim University.
VII PRESENTATIONS AT PROFESSIONAL CONFERENCES AND SEMINARS:
Numerous papers and seminars presented at professional and outreach meetings including:

Presentation on “Islamic Law and the Modern Islamic State” at Clark Atlanta University, Atlanta, GA, September 27th, 2005

Presentation on “Origins and Development of the Concept of Jihad”, at Clayton State University, Morrow, GA, April 21st, 2005

Presentation on “Muslim Contribution to Civilization” at University of South Carolina, Colombia, SC, on April 14th, 2005

Presentation on “Islam and Politics” Morehouse College, Atlanta, GA, April 12th, 2005

Presentation on “Muslim Contribution to Civilization” at University of South Carolina, Colombia, SC, on April 14th, 2005

“How Middle East People View their Past” Training workshop for non-Middle East specialist school teachers in the Southeast, Center for Middle East Studies, Georgia State University and Center for Middle East and South Asian Studies Emory University, Emory University Atlanta, July 16th, 2004

Presentation on “Muslim Contribution to Human Civilization, University of South Carolina, Colombia, on April, 16th, 2004

Presentation on “Rebuilding Iraq: the Challenges” at Brenau University, Gainesville, GA, on January 15th, 2004

“Reconstructing Iraq -The post-war challenge”, Middle East Center Georgia State University, Atlanta, Georgia, April 9th, 2003


“Central Asia and the Geopolitics of the Afghanistan Crisis” Invited Presentation, Conference on “Regional Perspectives on the Afghan Conflict” co-sponsored by the Oxford Center for Islamic Studies and St. Anthony’s College, University of Oxford, United Kingdom, June 18th, 2002


“Egypt and the Crisis in Bosnia” Annual Conference of The American Research Center in Egypt, Atlanta, GA, 1995


“We Set Fire to Our Home to Evict a Thief: The Islamist Movements and the Gulf War”, South East Regional Middle East and Islamic Studies Seminar meeting, Statesboro, GA, March 1994


“Aadhi Raat Ke Baad: The consequences of Nuclear War in South Asia,” at International conference on Towards a Nuclear Verification Regime in South Asia, a joint project of the Los Alamos National Laboratory and Program in Arms Control, Disarmament and International Security, University of Illinois at Urbana-Champaign. 1990.


DAVID C. NIXON

Georgia State University
Department of Political Science
Atlanta, GA 30303

(404) 651-4840
dnixon@gsu.edu
http://www.gsu.edu/~dnixon

rev.1/6/2006

EDUCATION

Ph.D.  Washington University in St. Louis.  December 1996
B.S.  Michigan State University.  December 1990 (with honors).

ACADEMIC APPOINTMENTS

Georgia State University
Assistant Professor, 1996-2002
Associate Professor, 2003-present

RESEARCH GRANTS

Principal Investigator: Research Initiation Grant, Georgia State University, 2004. ($9,000). "Bureaucratic Decision Making."


Mini-Conference Participant: Writing Across the Curriculum Grant, Georgia State University, 1999. ($2,000). "Bureaucratic Politics Curriculum Revision."


Principal Co-Investigator (with Audrey Haynes): Research Initiation Grant, Georgia State University, 1997. ($5,000). "Interest Groups and Strategic 'Shopping' in Georgia."


POLITICAL SCIENCE PUBLICATIONS


CONFERENCE PAPERS


TEACHING EXPERIENCE

Georgia State University
1996-present
Bureaucratic Politics (graduate).
Introduction to Public Administration (undergraduate).
Intermediate Statistics (graduate).
Duration and Event History Modeling (graduate).
Legislative Process (undergraduate & graduate).
Environmental Politics (undergraduate & graduate).
GIS and Applied Demography (undergraduate & graduate).
Introduction to American Politics (undergraduate).

Washington University
Instructor, 1992-1994
Introduction to Quantitative Methods in Political Science (undergraduate).
Interest Groups and Political Parties (undergraduate).
Introduction to American Politics (undergraduate).
Legislative Politics (undergraduate).
Teaching Assistant, 1993-1994
Introduction to American Politics (undergraduate).
Legislative Politics (undergraduate).
Political Science Research Methods (graduate).

Inter-University Consortium for Political and Social Research
Guest Lecturer, 1992
Maximum Likelihood Estimation (graduate).

American Political Science Association Convention, Philadelphia
Shortcourse Presentation, 2002
Duration Models for Appointment Delay.

Southern Political Science Association Convention, Atlanta
Workshop Presentation, 2001
Duration Models for Appointment Delay.
SERVICE HIGHLIGHTS

Program Committee (Chair, Public Administration Section), 2006 annual meeting of the Midwest Political Science Association, Chicago


Panel Chair or Discussant, APSA, MPSA, SPSA, SWPSA, 1995-2006

Chair or Member, 9 M.A. committees, 10 Ph.D. committees, 7 American politics comprehensive examination committees.

Chair, Local Arrangements Committee, annual meetings of the Southern Political Science Association, Atlanta, both Fall 2000 and Fall 2001.

Chair, Malcolm Jewell Award Committee, for the best graduate student paper presented at the 2001 annual meeting of the Southern Political Science Association.

Chair, Research Methods Search Committee, Department of Political Science, Georgia State University (2003)
VITAE

JOSEPH D. PEEK, JR.
1421 Peachtree St., #208
Atlanta, Georgia 30309
(404) 875-7256--Home

Department of Political Science
Georgia State University
University Plaza
Atlanta, Georgia 30303
(404) 651-4843--Work

EDUCATIONAL BACKGROUND

Present Standing:

ABD in Political Science, University of Southern California

Major Area: Public Law (Constitutional Law, Judicial Process, and Criminal Justice)

Minor Areas: American Government and Policy/Political Theory

Degrees:

Master of Arts (Political Science), University of Southern California, 1978

Juris Doctor, Mercer University, 1968

Bachelor of Fine Arts (Speech and Drama), University of Georgia, 1965

Additional Study:

Graduate study in Political Science, Georgia State University, 1973-1975
Vitae, J. D. Peek, Jr.

TEACHING EXPERIENCE

1975 - Practice teaching, Jonesboro High School, Jonesboro, Georgia

American Government
United States History

1976-1978 - Teaching Assistant, University of Southern California

Theory and Practice of American Democracy
Introduction to Political Science
Law and Judicial Process

1980 - Instructor, Georgia State University

Introduction to American Government
Introduction to Political Science

1980-1982 - Instructor, Old Dominion University

Judicial Process
Criminal Procedure
Introduction to Public Law
Introduction to Political Ideas
Introduction to American Government

1982-2006 - Instructor, Georgia State University

Urban Politics
Introduction to American Government
Introduction to Political Science
Judicial Process
State Government

1984-1985 - Visiting Assistant Professor, Agnes Scott College

American Legal System
American Civil Liberties
RESEARCH EXPERIENCE

1975-1979  - Research Assistant to Dr. John R. Schmidhauser, Chairman, Political Science Department, University of Southern California

Work consisted of gathering, classifying and processing data on social and professional background research for a book - Judges and Justices: The Federal Appellate Judiciary, Little, Brown and Company, 1979

1978-1979  - Research Assistant to Dr. Herbert E. Alexander, Director, Citizens' Research Foundation, University of Southern California

Work consisted of gathering data, drafting and rewriting material for two books:

Financing the 1976 Election, Congressional Quarterly Press, 1979


PROFESSIONAL ACTIVITIES

Panel Discussant, "The Supreme Court and the Accused" (The role of the Supreme Court in defining the appropriate model for the criminal justice system), 39th National Conference of the American Society for Public Administration, Phoenix, Arizona, April 9-12, 1978

Panel Moderator, "Women in the Law" (A symposium on the preparation of women for law school and the legal profession), Agnes Scott College, Decatur, Georgia, January 23, 1985

ACADEMIC HONORS/AWARDS

1978 Excellence in Teaching Award for Teaching Assistants, University of Southern California Political Science Department

January 2006
KIM DOHYANG REIMANN
Political Science Department
Georgia State University
Atlanta, GA 30303
Tel. 404-651-4850
Fax. 404-651-1434
E-mail. polkdr@langate.gsu.edu

ACADEMIC AND WORK EXPERIENCE

2002-current
Assistant Professor of Political Science, Georgia State University, Atlanta
2001-2002
Advanced Research Fellow, Program on US-Japan Relations, Harvard University
2001-2002
Consultant to the Hauser Center for Nonprofit Organizations, Harvard University
1999-2001
Hauser Center Doctoral Fellow, The Hauser Center for Nonprofit Organizations, Harvard University
1996-1997,
Summer 1998
Visiting Scholar, Keio University, Tokyo, Japan
1990-91
Counselor, Global Business Relations, New York, New York
1988-90
Special Assistant to the Director, Japan Information Center, Consulate General of Japan in New York

EDUCATION

Harvard University. A.M., Regional Studies - East Asia, 1993
Tohoku University, (Sendai, Japan), Research Fellow, Japanese Ministry of Education scholarship, 1986-87
Barnard College, Columbia University. B.A., Oriental Studies, Magna Cum Laude, 1986

PUBLICATIONS

A. Refereed Journal Articles

International Studies Quarterly 50 (1) 45-67.


B. Chapters in Edited Volumes


C. Reviews and Case Studies


D. Monographs and Working Papers


E. Manuscripts Under Review or in Progress

Under review or in editing process:


Manuscripts in progress:

“Globalization, Norms and the Transformation of the Environmental Movement in Japan in the 1990s and 2000s: The Nagara River and Isahaya Bay Campaigns.” Revising for resubmission to Journal of East Asian Studies

Activism from Above: International Norms, Transnational Actors and the Rise of Japanese NGOs (Book manuscript)

“Governance and Transnational NGO Networks in East Asia: The Case of the ADB” (Article)

Co-editor with Jim Riker (University of Maryland) of book Civil Society and Transnational Advocacy Networks in Asia. Contributions include co-authored “Introduction” and “Conclusion” chapters with Jim Riker, and a single-authored chapter “Political Globalization and the Growth of Transnational Environmental Networks in Asia.” Currently in manuscript collection and editing stage.

PAPERS AND PROFESSIONAL PRESENTATIONS

Invited Conference Papers and Presentations:

“Regional Institutions and the Emergence of Transnational Civil Society in East Asia,” Paper and Presentation

- International Symposium on “Designing toward the Ordering of Political Society in a Multi-Cultural and Pluri-generational World: Dynamics of Civil Society in a Multicultural World,” Keio University, Tokyo, Japan, November 25-26, 2006
The Rise of Citizen Activism in World Politics: International Governance and the Symbiotic Relationship between NGOs and International Institutions,” Paper and Presentation

Security Issues and Peace-Related Social Movements in East Asia in the 1990s and 2000s” (with Xinsong Wang), Paper and Presentation
- Southern Symposium on Asian Regional Security, University of Tampa, October 27-28, 2006

The International NGO System and the Emergence of Development NGOs in Japan,” Presentation

Going Global: International Politics, NGOs and the Environmental Movement in Japan,” Paper and Presentation
- Grassroots Environmental Movements in Japan and the United States International Conference, University of Kentucky, April 25-26, 2003

Building Global Civil Society from the Outside In? Japanese International Development NGOs, the State, and International Norms,” Conference Paper and Seminar Presentation
- Harvard University/East-West Center Joint Conference on "Global Perspectives on Civil Society in Japan," East-West Center, Honolulu, January 12-16, 2000

Papers and Presentations at Professional Conferences:

"Transnational Environmental Networks in Asia: Societal Activism, NGOs and the Case of Shrimp Farms and Mangrove Preservation”
- Association for Asian Studies (AAS), Annual Conference, San Francisco, April 6-9, 2006

"International Norms and Institutional Change at the Regional Level: The Case of the Asian Development Bank and Participatory Development,” Conference Paper and Presentation
- American Political Science Association (APSA), Philadelphia, August 31-September 3, 2006
- Association for Asian Studies Southeast Conference (AAS SEC), Atlanta, January 21-22, 2006.

"Transnational NGO Networks, the Asian Development Bank and the Rise of Society in Regional Politics in East Asia,” Conference Paper and Presentation
- Association for Asian Studies (AAS), Annual Conference, Chicago, March 31 – April 3, 2005
- International Studies Association (ISA), Annual Convention, Honolulu, Hawaii, March 1-5, 2005

"Transnational Environmental Networks and Global Governance in East Asia,” Conference Paper and Presentation
- Georgia Political Science Association, Savannah, GA, November 11-13, 2004
- International Studies Association South, Columbia, South Carolina, Oct. 21-23, 2004

"Political Globalization and the Growth of Transnational Environmental Networks in Asia,” Conference Paper and Presentation
- ISA Annual Convention, Portland, February 25-March 1, 2003 (Panel Organizer)
"Connecting Global and Local Societal Activism: International Politics, NGOs and the Environmental Movement in Japan," Conference Paper and Presentation
- ISA Annual Convention, New Orleans, March 24-27, 2002

"International Politics, Norms, and the Worldwide Growth of NGOs," Conference Paper and Presentation
- American Political Science Association (APSA), Annual Conference, Boston, Aug. 26-Sept. 1, 2002
- ISA Annual Convention, New Orleans, March 24-27, 2002

- ISA Annual Convention, Chicago, February 20-24, 2001

"Civil Society and Official Development Assistance: International Politics, Domestic Structures and the Emergence of International Development NGOs in Japan," Conference Paper and Presentation
- International Political Science Association (IPSA), World Congress, Quebec City, August 1-5, 2000
- ISA Annual Convention, Los Angeles, March 14-18, 2000
- AAS Annual Meeting, San Diego, March 9-12, 2000

"Building Networks from the Outside In: International Movements, Japanese NGOs and the Kyoto Climate Change Conference," Conference Paper and Presentation

Invited Presentations at Seminars and Colloquia:


"International Environmental NGOs and Japan," Lecture
- The Center for International Affairs, Middlebury College, November 27, 2001

"International NGOs: General Observations and the Case of Japan," Presentation
- Workshop on Transnational Contention, Cornell University, November 19, 2001

"State Policies and the Emergence of International Development NGOs in the West: Lessons and Questions for Japan," Presentation
- The NGO-Government Research Seminar Group, Shanti Volunteer Association, Tokyo, July 18, 2000

GRANTS AND AWARDS

Research Initiation Grant, Georgia State University, 2006
Association for Asian Studies, Northeast Asia Council Short-term Travel to Japan Grant, Summer 2005
Phi Beta Delta Honor Society for International Scholars, Alpha Lambda Chapter of Georgia State University, inducted 2005
Writing Across the Curriculum Grant, Georgia State University, 2003 and 2006
Focus Field Award, The Association for Research on Nonprofit Organizations and Voluntary Action, 2001
Hauser Center Doctoral Fellow, The Hauser Center for Nonprofit Organizations, Harvard University, 1999-2001

Fred Hartmann Award for the Best International Studies Paper Delivered by a Graduate Student at the 1999 Annual Meeting of the International Studies Association - Northeast, 1999

Reischauer Institute Dissertation Completion Fellowship, Harvard University, 1998-1999


The Kiyo Akiyama Award, Program on US-Japan Relations, Harvard University, 1998

Phi Beta Kappa, Barnard College, Columbia University, 1986

Taraknath Das Prize in Oriental Studies, Columbia University, 1986

**ACADEMIC AND PROFESSIONAL ACTIVITIES**


Reviewer, *Social Problems*, 2006-ongoing

Program Director, International Exchange Program in Korea (Ehwa University, Hanyang University), Georgia State University, 2005-ongoing

Member, Executive Committee, Asian Studies Center, Georgia State University, Spring 2004-ongoing

Member, International Affairs Merit Review Panel, National Security Education Program (NSEP) Graduate Fellowship, 2005

National Security Education Program (NSEP) Review Committee Member, GSU Office of International Affairs, 2005

Interviewer on Selection Panel, Government of Japan’s Exchange and Teaching (JET) Program, Consulate General of Japan in Atlanta, 2005-ongoing

Reviewer, National Science Foundation, grant proposal #0351349. Fall 2003.

Speaker, Great Decisions Series. Guest speaker on topics in international relations for organized study groups in the Atlanta area. 2003-ongoing

Member, Faculty Network for Peace. A network of university educators promoting peace and debate on U.S. foreign policy through talks, seminars, discussion groups and other events. 2002-ongoing


Summer Intern, Japanese Diet, Tokyo, Summer 1994
Summer Intern, Akiyama Inc., Sapporo, Japan, Summer 1992

**TEACHING EXPERIENCE**

Courses taught at Georgia State University:
- POLS 2401  Global Issues (Spring 2005)
- POLS 4255  Politics and Political Economy of East Asia (Fall 2002, Spring 2004, Fall 2005)
- POLS 4256  Politics and Political Economy of Japan (Spring 2003, Fall 2004, Fall 2006)
- POLS 4490  NGOs and World Politics (Fall 2003, Spring 2006)
- POLS 8422  NGOs and World Politics (Spring 2003, Fall 2004, Fall 2006) (graduate seminar)
- POLS 8465  International Relations of East Asia (Spring 2004, Fall 2005) (graduate seminar)

**MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS**

American Political Science Association (APSA), International Studies Association (ISA), Association for Asian Studies (AAS), Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

**COMMUNITY WORK**

Advisory Board, *Who's Who in Asian Communities in Georgia*, 2005 - ongoing

Deputy Registrar, Fulton County. Organize and conduct voter registration drives in Fulton County, Atlanta, 2004 (ongoing)

County Committee Member and Communications Committee, Democratic Party of Dekalb County, Georgia, 2005 (ongoing)

 Volunteer for Singles Serving Atlanta. Organized and ran a weekly bread donation to My Sister's Home, a woman's shelter in Atlanta, 2003-2005

**LANGUAGES**

Japanese, German.
AMY L. STEIGERWALT

Georgia State University
Department of Political Science
38 Peachtree Center Avenue, Suite 1005
Atlanta, GA 30303
polals@langate.gsu.edu
404-651-4852

Education

B.A. Emory University, Atlanta, Georgia, 1997
   Political Science and History; Cum Laude in History

M.A. University of California at Berkeley, 2001
   Jurisprudence & Social Policy Program

Ph.D. University of California at Berkeley, 2004
   Jurisprudence & Social Policy Program
   Dissertation: Cultivating Controversy: Senators, Interest Groups, and the
   Politics of Courts of Appeals Confirmations

Academic Appointments

Assistant Professor of Political Science, Georgia State University, 2006-present

Assistant Professor of Political Science, University of New Orleans, 2004-2006

Adjunct Assistant Professor, Department of Political Science, Emory University, Fall 2005

Visiting Fellow, Feminism and Legal Theory Project, Emory University Law School, Fall 2005

Publications

A. Refereed/Invited Publications

Second Term,” (with Lori A. Johnson), in The Second Term of George W. Bush: Prospects and
(Invited).

Contributions of Allan Broussard,” The California Supreme Court Historical Society
Supreme Court Historical Society). (Invited).

B. Other Publications

Steigerwalt 1


**Awards**


*Dirksen Congressional Center Congressional Research Award*. Grant for dissertation field research done in Washington, D.C., Summer 2002.


*Outstanding Graduate Student Instructor*, Legal Studies Department, University of California Berkeley. 2001.

*Foreign Language Area Studies Fellowship*. For language study in Arabic, Summer 1998.

*Honorable Mention, National Science Foundation Graduate Fellowship*, 1998.


**Participation at Professional Meetings**


Other Scholarly or Creative Activities

A. Service as Discussant or Chair for Professional Meetings

Steigerwalt 3


B. Professional Association Memberships

American Political Science Association
Midwest Political Science Association
Southern Political Science Association

Thesis Committee Service

A. Committee Chair


B. Committee Member

Member, Qualifying Exam Committee, Chrissie Herrera, Spring 2006.

Member, Qualifying Exam Committee, Sean Conroy, Spring 2006 [expected].

Major Areas of Research Interest

Public Law
Judicial Confirmations
Courts and Public Opinion
American Politics (Congress and Interest Groups)
Appendix F4
Faculty Involvement in Self Study Process

All faculty members were invited to serve on the self-study committee. In addition to the chair of the committee, who was appointed by the department chair designate, eight faculty members volunteered to serve on the committee.

The committee met five times (Jan. 19, Jan. 30, March 1, April 7, and May 5) during the spring of 2006. During this phase of the process, the committee focused on three tasks: 1) identifying key issues, 2) developing additional questions for the surveys, and 2) developing a list of external advisors. Other faculty members were regularly informed of committee deliberations and afforded an opportunity to provide input.

Over the summer, committee members drafted a working paper that contained the following sections: goals and objectives, faculty issues, the graduate program, and the undergraduate program. The working paper was presented to the faculty as a whole and discussed at the annual faculty retreat on August 18. Each faculty member was then asked to identify five strengths that should be identified in the self-study report, five weaknesses or challenges that the department faces, and to note appropriate goals or objectives.

In September, the committee chair circulated a summary of the faculty responses, which were used to structure the discussion at a day-long faculty meeting on Sept. 22 that was devoted to the self-study.

Based on the input provided at the faculty meeting, members of the committee prepared initial drafts of sections of the report. A completed first draft of the report was discussed by the committee at a meeting on Nov. 7. Committee members revised their drafts based on this meeting.

On November 15, 2006 a revised draft of the self study narrative was circulated to the entire faculty for their comment and review. A full faculty meeting was held on November 20 to discuss the revised draft. Faculty comments were incorporated. The Department approved the self study report on November 30, 2006. The report was sent to the Chair of the Department on that date.
Appendix F5
External Grant Sources FY 2004-2006

- Fulbright Commission
- United States Institute of Peace and Rockefeller Center in Bellagio
- German Marshall Fund of the United States
- National Science Foundation (continuing disbursement of previously awarded grant)
- travel grants from the International Research and Exchanges Board (IREX)
- travel grants from the Association of Asian Studies
- two workshop grants from the International Studies Association
- three grants from the European Union Centers of the University System of Georgia and Syracuse University.
Appendix F6
Service to the College, University and the University System of Georgia

Service at the College level, beyond required representation on College committees, has included membership on the college:

- Bylaws Committee (as chair)
- the Curriculum Committee
- the Graduate Petitions Committee
- membership on the executive committees of the Middle East Center/Institute, the Asian Studies Center, and the Hellenic Studies Center
- Pre-law Advisor; faculty advisor to the Pre-Law Club
- the Moot Court Club,
- the political science honor society (Pi Sigma Alpha)
- the international relations honor society (Sigma Iota Rho)
- Director of the Korea International Exchange Program; and Fulbright Grant Coordinator.

Service to Georgia State University, beyond required representation on the University Senate, has included

- sponsorship and training of the successful Moot Court, Model UN, and Model Arab League teams
- organizing, chairing, and participating in campus-wide symposia and colloquia on contemporary political issues
- directorship of the University Scholars Program
- membership on the board of directors of the GSU Athletics Association
- the Core Curriculum Assessment Committee
- the Academic Group of the GSU Strategic Planning Committee
- the National Security Education Program Review Committee
- the McNair Faculty Advisory Committee
- subcommittees of the Academic Program Review Committee
- serving as academic or faculty advisor to various student organizations

Service to the University System of Georgia has included:

- membership on the European Union Studies Steering Committee,
- the Executive Committee of the USG Certificate Program in EU Studies
- the Selection Committee for the Regents Study Abroad Scholarship Program.
Appendix F7
Service to Professional Organization

Organizations to which Department members provide professional service as chairs, officers or members:

the American Political Science Association (Election, Public Opinion, and Voting Behavior; Law and Courts, Comparative Democratization; Human Rights; African Politics; Women’s Caucus; Status of Women in the Profession; Ralph Bunche Awards);

the Southern Political Science Association (Steering Committee, Executive Committee, Program Committee; Malcolm Jewell Award); the Midwest Political Science Association (Program Committee); the Southwest Political Science Association (Program Committee);

the International Studies Association (International Law);

the Latin American Studies Association (Haiti-Dominican Republic);

the African Studies Association (Politics Group):

the Society for Romanian Studies (Vice President);

the European Union Studies Association (EU as Global Actor);
Appendix F8
Faculty Service and Outreach Contributions

- dozens of presentations and talks in the greater Atlanta community;
- hundreds of interviews and other contacts with the media, including leading national and international outlets such as CNN, the New York Times, the Washington Post, National Public Radio, Voice of America, the BBC, the Associated Press, Reuters, and the Atlanta Journal-Constitution;
- op-ed contributions and letters to the New York Times, Atlanta Journal-Constitution, and other opinion pages;
- Directorship of the Americas Program at the Carter Center (McCoy);
- consulting, advising, and providing expert testimony to the Senate Foreign Relations Committee, the Department of State, the Central Intelligence Agency, the National Intelligence Council, and the U.S. Commission on Federal Election Reform;
- service on the governing or academic advisory boards of the U.S. Commission on Federal Election Reform, the SUNY-Binghamton Democracy Center, FOCAL (Canadian Latin American Institute), the Global Access Project of the Center for Public Integrity, the Southern Regional Model United Nations, and the Georgia Chapter of the ACLU; and
- mediation in Venezuela and election monitoring in Mozambique, Haiti, Venezuela, and elsewhere in Latin America and Africa
Table G-1
Student/Faculty Ratios, FY 2004-2006

<table>
<thead>
<tr>
<th></th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
</tr>
</thead>
<tbody>
<tr>
<td># TT Faculty</td>
<td>19</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td># Undergraduate Majors</td>
<td>767</td>
<td>872</td>
<td>842</td>
</tr>
<tr>
<td># Graduate Majors (All)</td>
<td>111</td>
<td>101</td>
<td>100</td>
</tr>
<tr>
<td>UG/TT Ratio</td>
<td>40.4</td>
<td>43.6</td>
<td>42.1</td>
</tr>
<tr>
<td>Grad/TT Ratio</td>
<td>5.8</td>
<td>5.1</td>
<td>5.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>FY 04</th>
<th>FY 05</th>
<th>FY 06</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduate Faculty</td>
<td>17</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td># Ph.D. Students</td>
<td>40</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Ph.D/Grad Faculty Ratio</td>
<td>2.4</td>
<td>1.7</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Revised: 4/6/05
Appendix G-2
POLITICAL SCIENCE DEPARTMENT REVIEW
LIBRARY RESOURCES

Summary: Strengths and Weaknesses of the University Library Collection and Services

Currently, the University Library’s Political Science holdings adequately support the research areas of the faculty, undergraduate and graduate degree candidates in that discipline. Strengths of the political science monographs collection include: American Government, Comparative Politics, International Relations, Political Theory, Political Institutions and Public Administration.

In addition to monographs, the University Library maintains a strong collection of online databases and journals to support the teaching and research needs of political science faculty and students. The online databases used by the department are made available via Georgia State University Library subscription and GALILEO, a state-wide initiative to provide access to electronic resources. The journals are available in both print and electronic formats, with an increasing emphasis on electronic access as many databases increase their full-text content.

iPoll is a recent addition to the electronic resource collection that is partially funded by the Political Science department as well as the Public Administration & Urban Studies department. This database is a valuable source of polling data within the United States. Permanent source of funding for this database is needed to maintain the subscription.

A weakness in the electronic database subscriptions includes not having the international counterpart to iPoll. Polling the Nations is a database with public opinion data from over 130 countries. Pricing for this database, based on FTE, ranges from $495 (1-1500 FTE) to $2712 (27001-30000 FTE) per year.

Relevant Library Statistics

<table>
<thead>
<tr>
<th>MEASUREMENT</th>
<th>STATISTIC</th>
<th>COMMENTS/NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of journal titles supporting program</td>
<td>481</td>
<td></td>
</tr>
<tr>
<td>Number of related journal titles added in last three fiscal years</td>
<td>2</td>
<td>Library recently added BE Press Journals in Political Science (11 titles)</td>
</tr>
<tr>
<td>Number of related journal titles cancelled in last three fiscal years</td>
<td>33</td>
<td>Primarily cancelled print titles for electronic access.</td>
</tr>
<tr>
<td>Number of related databases</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
Politics Science Self Study-Appendices  
November 2006

<table>
<thead>
<tr>
<th>added in last three years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of related databases cancelled in last three years</td>
<td>0</td>
</tr>
</tbody>
</table>
| Number of monograph titles supporting program | 29,720  
*Call Number Range: J-JZ* |
| Number of monograph titles in key call number ranges added in last two years (01/2004-01/2006) | 2004: 741  
2005: 861  
*Call Number Range: J-JZ* |
| Percentage of available universe of related monograph titles purchased through approval plan during previous fiscal year. | 58 |

**Services**

<p>| | |</p>
<table>
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</table>
| Number of library instruction courses taught for department during previous fiscal year. | 7  
*None were done during the 2004-2005 fiscal year.* |
| Number of library consultations held with students from department during previous fiscal year. | 35  
*This is a fifty percent increase in consultations.* |

**Electronic Resources**

Students and faculty in the Department of Political Science rely heavily on journals, major reference works and databases to conduct research and complete assignments. The following section provides an overview of some of the major electronic resources available for Political Science research.

### GSU Library Subscription Databases

<table>
<thead>
<tr>
<th>Database</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldwide Political Science Abstracts</td>
<td>The database provides citations, abstracts, and indexing of the international serials literature in political science and its complementary fields.</td>
</tr>
<tr>
<td>PAIS International (Public Affairs Information Service)</td>
<td>Provides access to citations from public policy/public affairs information relevant to researchers, students, administrators and legislators.</td>
</tr>
</tbody>
</table>

Provides access to the diversity of...
<table>
<thead>
<tr>
<th>Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left Index</td>
<td>literature on the left, with a primary emphasis on political scholarship inside and outside academia.</td>
</tr>
<tr>
<td>Philosopher's Index</td>
<td>Indexes journal articles on the philosophy of various disciplines.</td>
</tr>
<tr>
<td>JSTOR</td>
<td>JSTOR provides access to back issues of core journals in the humanities, social sciences and sciences.</td>
</tr>
<tr>
<td>CQ Weekly Report</td>
<td>Provides nonpartisan information on Capitol Hill.</td>
</tr>
<tr>
<td>CQ Researcher</td>
<td>Offers in-depth, non-biased coverage of political and social issues.</td>
</tr>
<tr>
<td>Associations Unlimited (at GALE)</td>
<td>Contains information for approximately 460,000 international and U.S. national, regional, state, and local nonprofit membership organizations in all fields.</td>
</tr>
<tr>
<td>EIU ViewsWire</td>
<td>It delivers timely analysis on key economic, political and business developments around the world on any of 195 countries.</td>
</tr>
<tr>
<td>PolicyFile</td>
<td>PolicyFile covers the research of over 140 think-tanks, university research programmes, research organisations and policy publishers.</td>
</tr>
<tr>
<td>ICPSR (Inter-university Consortium for Political and Social Research)</td>
<td>Provides access to the world's largest archive of computerized social science data.</td>
</tr>
<tr>
<td>HeinOnline</td>
<td>Contains four major library collections: the Law Journal Library, the Federal Register Library, the Treaties and Agreements Library, and the U.S. Supreme Court Library.</td>
</tr>
<tr>
<td>iPOLL</td>
<td>Covers US nationwide public opinion polls.</td>
</tr>
<tr>
<td>Columbia International Affairs Online (CIAO)</td>
<td>A comprehensive source for theory and research in international affairs, it publishes a wide range of scholarship from 1991 on that includes working</td>
</tr>
<tr>
<td>Database</td>
<td>Description</td>
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<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>papers from university research institutes, occasional papers series from NGOs, foundation-funded research projects, and proceedings from conferences.</td>
<td>FACTS.com Brings together content from seven core reference databases to answer questions about events, issues, statistics and people of the last 20 years.</td>
</tr>
<tr>
<td>Provides facts and statistics about current social, economic, environmental and political issues.</td>
<td>Fact Search</td>
</tr>
<tr>
<td>Covers significant socioeconomic, political, scientific, technical, and environmental issues and events.</td>
<td>World News Connection</td>
</tr>
<tr>
<td>Provides the most extensive coverage of non-profit international organizations whether governmental or nongovernmental.</td>
<td>Yearbook of International Organizations</td>
</tr>
<tr>
<td>The collection holds more than 30,000 individual network evening news broadcasts from the major U.S. national broadcast networks: ABC, CBS, NBC, and CNN.</td>
<td>Television News Archive</td>
</tr>
<tr>
<td>Indexes more than 8,000 high quality, peer-reviewed journals, and cited references from the world's most influential journals.</td>
<td>Web of Science</td>
</tr>
<tr>
<td>The UN Common Database (UNCDB) for statistics is a wide-ranging subscription database which covers all countries and areas and selected series from more than 30 specialized international data sources.</td>
<td>United Nations Common Database (UNCDB)</td>
</tr>
<tr>
<td><strong>GALILEO Databases</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Database</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Academic Search Premier</td>
<td>Provides abstracts and indexing for over 3,800, as well as full text</td>
</tr>
<tr>
<td><strong>Current Contents</strong></td>
<td>Covers approximately 7,000 scholarly journals in the sciences, the social sciences, and the arts and humanities.</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>LexisNexis' Academic Universe</strong></td>
<td>Contains over 5,300 publications including: newspapers (in English and many other languages), legal news, general interest magazines, transcripts, wire service reports, government publications (such as the federal case law, U.S. Code, Code of Federal Regulations, Congressional Testimony, etc.), law reviews, and reference works.</td>
</tr>
<tr>
<td><strong>Research Library</strong></td>
<td>Provides abstracts and indexing for nearly 2,500, as well as full text for over 1,000 scholarly journals.</td>
</tr>
</tbody>
</table>

**Collection Overview**

The University Library contains more than 1.4 million volumes, including approximately 4,800 active serials (newspapers, journals, magazines, etc.), 20,000 media materials, and over 293 electronic databases, many of which include full-text. The University Library is also a Federal Document Depository and has more than 800,000 government documents.

**Library Services**

Library Services for the department include library instruction and individual consultations. The department has made effective usage of instruction and consultations provided by the librarian. There has been a significant increase in both areas. As the liaison librarian continues outreach efforts, this trend should continue.

**Other Library Services**

For resources not available at the University Library, patrons can request materials through the library’s ILLiad service. The Interlibrary Services Office can obtain most types of materials, including books, microfilmed newspapers, dissertations, theses, and periodical articles. Audio-visual materials may be requested, but are sometimes difficult to obtain on loan. This service is free of charge to Georgia State University faculty, staff and students. Books available at other University System libraries may be obtained through GIL Express.

**University Library Contact**