

# Political Science at UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

SPRING 2000

## Students Travel and Learn at the UCDC Program

The UCDC program, offered through seven of the UC campuses, is designed to provide undergraduates with political exposure and hands-on experience in Washington DC. To be accepted, UCSB students go through a dual application process: they interview with Fernando Lopez-Alves, a political scientist and currently director of UCSB's UCDC center, and apply for internships in their field of interest in Washington DC. The program runs for 10 weeks, the length of an academic quarter, during which students take the required Interdisciplinary Studies 199 course in addition to working on an independent internship of 32.5 hours per week. The class culminates in a research paper related to the students' internships.

Kelly Weis, a Political Science and Economics double major, worked at the Department of Education during the summer of 1999.

### From the Chair

For some of you, your days as a UCSB political science major are a distant-memory, but whether you graduated thirty or more years ago or just recently, we would like to reintroduce the Department to you. It is still a place where students can experience the excitement of politics and the joys and challenges of public service through their coursework and a variety of internship opportunities. But it is also a place where faculty are doing exciting research and incorporating that work into their teaching. The articles in this newsletter will give you a flavor of both our teaching and research.



Many of the faculty members who taught you have now retired, but their successors are equally committed to good teaching, and have brought much youthful enthusiasm to the Department. Our faculty of 21 is now equally divided among assistant, associate, and full professors, with the new faculty having earned their Ph.Ds at Cal Tech, Harvard, Michigan, MIT, Princeton, and UC Berkeley.

The Department now has 675 undergraduate majors, 65 graduate students working on their Ph.Ds, and a staff of seven who make certain that Political Science is one of the friendliest and best-run departments on campus.

We hope you enjoy reading about your "old" department. Let us know what you think of the newsletter and how your political science degree has influenced your own personal and professional life. You can reach us at the addresses printed on the last page of this newsletter.

*Lorraine M. McDonnell*



UCDC STUDENTS, WINTER QUARTER 2000

Kelly's experience was unique in that she had two supervisors who each opened up a different perspective of the Department to her. Kelly worked with Sandy Battle, the Assistant to the Secretary of Education for the DC School System. Kelly reports, "Every day was something new and exciting... with Sandy I got to work directly with Secretary Riley of the Department of Education. I helped plan and attend press conferences." Through her other supervisor, Janice Wienman, Kelly learned the process of how the Administration prepares its legislative proposals for presentation to Congress. Kelly recalls, "With Janice, I learned how to make a bill—everything from justification to side-by-sides (comparisons between the old and the new bill). It was very cool because those pieces are what members of Congress look at in order to understand and form opinions about the bill." Kelly not only enjoyed the opportunity to partake in the Congressional scene on Capitol Hill, but she also participated in the local DC-citywide level through attending school board meetings with Mayor Anthony Williams and Superintendent of Schools, Arlene Ackerman.

Kelly thoroughly enjoyed her quarter in Washington, proclaiming UCDC a "fantastic experience." Her internship, the UCSB course, and camaraderie with the other UC students were a large part of what made UCDC so memorable; however, living, breathing, and contributing to the action of our nation's capitol were the most poignant and pervasive feelings that Kelly still carries with her. She recalls, "Fourth of July was amazing... it was the most patriotic thing I've ever seen... millions of people around you, singing the Star Spangled Banner... It was dusk, the Capitol Building was illuminated with red and blue lights, and seeing the fireworks shooting above the Washington Monument over the reflecting pool brought tears to my eyes."

Dave Kooper, a Senior who went to UCDC in Fall '99, had nothing but stellar comments about the program and the quality of his internship at the Supreme Court. Dave's primary duty in his Supreme Court internship was leading tours and lectures. In his words, "it was an absolutely amazing experience. I was walking through the building and I couldn't believe I was walking through the halls of the Supreme Court." Dave received a 40-page packet of background information on the Supreme Court to learn inside and out by his first day on the job. On his third day he delivered his first public lecture. "If you are not interested in the law, I guarantee that you will be when you are in the Supreme Court... reading law cases and immersed in the atmosphere."

Dave found it amusing when children on his tours would ask if he were a Justice. During his tours, he relished the chance to illuminate the history and symbolism of the Supreme Court. He would begin by telling the joke that the basketball court directly above the courtroom is famed as "the highest court in the land," then move to the courtroom itself and point out the significance of the sculptures and paintings in the room. On the back wall are the figures Divine Inspiration and Lady Justice, flanked on either side by common people. This layout is to remind the Justices to rule justly (Lady Justice is depicted with a blindfold to further symbolize complete impartiality) and in defense of the rights of the common people. Dave would end his tours and lectures with his favorite fact that "all the lamps in the courtyard rest on the backs of tortoises, which signifies the slow but steady path of justice."

Avin Sharma, a Senior who attended UCDC in summer 1999, declares UCDC "a program I'd definitely recommend to everyone." In fact, for Avin, who is a Business Economics and Political Science double-major, hearing a presentation about UCDC was a deciding factor to attend UCSB. In Washington, Avin worked in the Office of the United States Trade Representative within the Congressional Affairs Division. When Congress is debating legislation that in any way concerns trade, Representatives and Senators will request that a member of the Office of the U.S. Trade Representative testify in front of Congress. Avin's internship responsibilities included preparing Trade Office staff for Congressional hearings. He would compile the history of a particular trade policy, prepare briefings, as well as call the Congressional committee members to find out from the legislative aides what questions would be asked at the hearings.

Avin chose to write his research paper on the World Trade Organization (WTO), which was created to improve upon and

replace the General Agreements on Tariffs and Trade (GATT). The cornerstone of the WTO is to remedy the earlier inefficiency of GATT. Avin's paper investigates the transformation of GATT to the WTO and analyzes how the streamlined dispute-settlement process of the WTO aims to be more equitable and efficient.

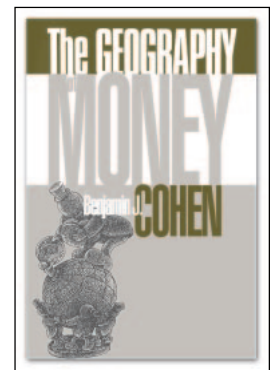
Both socially and academically, UCDC is an experience that most students find compelling and exciting as they utilize their academic background and apply it to the real world. Avin remarked: "I saw what people who make policy decisions really do, and I see myself continuing on this career path. UCDC has given me a 'real world' perspective on my interests and for that I'm grateful."

## Benjamin J. Cohen Explores the Geography of Money

Benjamin J. Cohen is the Louis G. Lancaster Professor of International Political Economy and the only member of the faculty with a Ph.D in economics rather than political science. Professor Cohen teaches undergraduate and graduate courses on international political economy. Before joining the UCSB Political Science Department in 1991, Cohen taught at Princeton University from 1964–1971 and at the Fletcher School of Law and Diplomacy at Tufts University from 1971–1991. In the past, Professor Cohen has addressed issues ranging from exchange rates and monetary integration to financial markets and international debt. His previous publications include *In Whose Interest? International Banking and American Foreign Policy* (1986), *Organizing the World's Money: The Political Economy of International Monetary Relations* (1976), *Developing-Country Debt: A Middle Way* (1989), and *Crossing Frontiers: Explorations in International Political Economy* (1991).

In his most recent book, *The Geography of Money* (1998), Professor Cohen focuses on the political and economic effects of currency competition in today's globalizing world. Cohen analyzes how technological innovation and the integration of national financial markets are altering the traditional ways we think about money. In order to understand these new developments, the tools of economists and political scientists have been joined in the growing field of international political economy.

In the *Geography of Money*, Cohen demonstrates that national monetary spaces worldwide are being dramatically reshaped with the acceleration of cross-border currency circulation. As national monies are no longer territorially bound by individual states, economic relations are being governed by evolving and functional networks of currency transactions rather than by political frontiers. Referring to this phenomenon as the "deterritorialization" of money,



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Cohen reconceptualizes the governance of global currency relations, as they are no longer dominated within each country by the supreme authority of the national government. In today's monetary geography "the invisible hand of competition" plays a powerful role in shaping and navigating the new frontiers of currency spaces. In much of Latin America, for example, the dollar circulates widely as a substitute for local money, as does the German Deutsche Mark (soon to be replaced by the Euro) in much of East Central Europe and the Balkans. In Ecuador, the local money has been replaced altogether by America's more popular greenback.

Cohen maps out the political and economic implications posed by this transformation in currency relations, raising critical questions about the accountability and legitimacy of market and state behavior in exercising influence over the "geography of money." Governments play a reciprocal role in the decision-making processes of the new deterritorialized system of governance. In Cohen's words: "deterritorialized currency is thus governed by a hybrid patchwork of authority that is both diffuse and contingent." *The Geography of Money* maps out the tensions and insecurities as well as the opportunities generated by this monetary trend. Professor Cohen challenges the assumptions of traditional ways of thinking about money, emphasizing the need for a fundamental reinterpretation of today's currency structures. This will be a crucial factor in maintaining the effectiveness of tomorrow's public policy.

## Bruce Bimber Wins 1998–1999 Distinguished Teaching Award



PROFESSOR BRUCE BIMBER IS CONGRATULATED BY UC PRESIDENT RICHARD ATKINSON.

In keeping with UCSB's commitment to good teaching, the Political Science faculty have always made that their highest priority. Over the years, several have been recognized for exceptional teaching, including Professor Bruce Bimber, who was one of four UCSB faculty to receive a Distinguished Teaching Award last year from the Academic Senate Committee on Effective Teaching and Instructional Support (CETIS). CETIS

annually grants Distinguished Teaching Awards to recognize and enhance teaching on the UCSB campus.

Professor Bimber's main interests involve technological changes in the informational and communicational context of American politics, and the consequences of those changes for political organization, collective action, social capital, and political deliberation. He is currently writing his second book, which is entitled *Information and American Democracy*, and which is under contract with Cambridge University Press. His teaching record at both the undergraduate and graduate levels has been consistently outstanding. In the words of Lorraine McDonnell, the Department Chair, "What is particularly remarkable about Professor Bimber's teaching is its range" — he is equally adept in the large lecture hall as in the small seminar room. Students, meanwhile, rave about his "spectacular lectures," his openness to various points of view, and his accessibility outside of class.

Bimber's evaluations are consistently higher than the campus-wide mean. His evaluations stand out because of what they reveal about his impact on student awareness of the world around them, in particular their understanding of how information technology alters democracy and public life in the United States. One student said that taking his undergraduate introductory course made "me more confident as a citizen and a voter." Another remarked, "My confidence in school, politics, and learning has been thoroughly increased because of this class." Participation in Professor Bimber's undergraduate course is a transformative experience for some, and taking lessons to heart is one of the highest forms of praise. Graduate students, too, rave about Professor Bimber's rigorous and sophisticated seminars, his willingness to help them prepare for exams, as well as his expert guidance of those serving as TAs in his courses.

In his teaching philosophy, Professor Bimber attempts to incorporate the following six principles into every lecture and assignment.

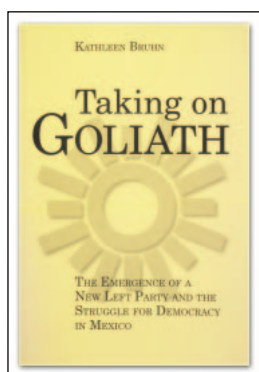
1. Imagine what it is like to learn in your classroom.
2. Push students beyond their inclinations, but take care not to overwhelm or discourage.
3. Inspire as best you can.
4. Employ concrete incentives, for times when inspiration is inadequate.
5. Avoid the trap of disappointment and adversarialism when students fail to meet expectations.
6. Listen to what students say.

In summary, Professor Bimber's goal as a teacher is to inspire, to get students to reach beyond what they think they are capable of without demanding what is out of reach. The evidence is clear: he is succeeding marvelously in his aim of being an inspiring, enthusiastic teacher.

## Kathleen Bruhn Brings Research on Mexican Politics to the Classroom

One of the great advantages for students attending a research university such as UCSB is that faculty can bring new ideas and their latest work right into the classroom to make courses more up-to-date and lively. During her seven years in the UCSB Political Science Department, Professor Kathleen Bruhn (PhD, Stanford University, 1993) has been making that connection between research and teaching. Bruhn received tenure this past fall, shortly after the publication of her first book, *Taking on Goliath: The Emergence of a New Left Party and the Struggle for Democracy in Mexico*. As the sub-title suggests, *Taking on Goliath* investigates the creation, development, and misfortunes of the New Left Party in Mexico. In keeping with UCSB's tradition as an academic research institution, Professor Bruhn maintains a symbiotic relationship between her teaching and research: "I bring my research into my classroom and my classroom into my research all the time." She teaches courses on U.S.-Mexico Relations, Third World Politics, and Mexican Politics and will frequently cite experiences in the field and data not yet published as examples to both undergraduate and graduate courses. Reciprocally, she acknowledges that students' questions spark her interest and steer her to tackle different angles of a topic that she had not previously considered. "Research keeps me fresh," she says, and provides a way to break out of ruts and lend the sense that she is moving forward and accomplishing her goals. Again, new developments in her research projects will prompt Professor Bruhn to redesign her courses to reflect the topics on which she is working.

Currently, Professor Bruhn is concentrating on learning how political parties and social movements interact. Political parties tend to be centralized, top-down organizations, while social movements typically spring from the grass roots. Parties need social movements because responding to citizens' grievances helps build party support; but there is a danger to the party, since social movements criticize precisely the sort of entrenched power typically exercised by party leaders. Social movements need parties to make the transition from criticizing government to exercising political power, but there is a corresponding danger to the movement, for



making common cause with an established political party inevitably involves giving up much of the grass roots radicalism that has defined the movement's popular appeal.

Of the several projects in which Professor Bruhn is presently involved, the primary project is to analyze the party-social movement linkage in both Mexico and Brazil, and then to look at how these ties affect social movement strategies (protest vs. non-protest, for instance). In Mexico, she is researching the Zapatista Movement in Chiapas, questioning how this particular social movement has the ability to influence international politics even though the movement is militarily weak. In part, Professor Bruhn is asking, 'how do weak people effect change...how do they get what they want out of the government?' This summer she will have the opportunity to present some of her research and confer with colleagues at two conferences: one in Mexico City on PRD campaign strategies and another in Quebec on social democracy in Mexico. Additionally, Professor Bruhn is co-authoring a textbook for courses on Mexico and Latin America which will be published by the University of California Press.

In keeping with UCSB's tradition of ethnic diversity and cross cultural understanding, Professor Bruhn gives her students the tools and the facts to dispel contemporary myths and misconceptions, challenging them to reformulate their notions of their Mexican and Latin American neighbors. In the Immigration Unit of her classes she typically begins by administering a 'pop quiz', asking questions such as: "How many immigrants come to the U.S. each year?", 'How many of these immigrants are illegal?', and, 'What percentage of California's population is Latino?'" The result of this practical quiz is that students find that their knowledge is lacking. Professor Bruhn capitalizes on this realization, proclaiming that the aim of her course is for them to *learn* and to achieve a more realistic and balanced view of immigration, U.S.-Mexican relations, and Mexico/Latin America. Upon completion of her classes, Professor Bruhn will regularly receive words of appreciation from students, including Chicano students who say they learned about their own history and now value their parents more for their sacrifices and life experiences.

By informing her readership and her students and stressing the interconnectedness of nations, Professor Bruhn is effecting positive change in how Americans understand themselves and neighboring nations. She maintains that "when people know more about their neighbors they are more likely to treat them with understanding...they don't deal on the basis of stereotypes because they know what [their neighbors] want and how they react." When Kate Bruhn prepares her publications and designs her courses, she keeps this goal of education and understanding in mind.

## Marilyn Lee Endows Larry Adams Internship Award

One of the advantages of majoring in political science is the opportunity that students have to experience the world of politics and policy firsthand. Some do so through internships in Washington, D.C., while others gain hands-on knowledge through local internships and participation in political campaigns. Marilyn Lee (class of '69) credits one of her political science instructors with introducing her to the excitement of politics and the rewards of public service. Now Ms. Lee is honoring her instructor, Professor Larry Adams, by establishing an endowment in his name that will fund stipends for upper division political science majors while they work as interns in local government agencies. The first award will be made during fall quarter 2000.



MARILYN LEE ('69)

Larry Adams was a lecturer in the Political Science Department in the 1960s while he was working on his Ph.D. He was subsequently on the faculty at Bernard Baruch College, the City University of New York for 24 years, and has now retired to Santa Barbara. He was clearly an important influence on Ms. Lee's subsequent professional life and that of other political science majors. Marilyn Lee met Larry Adams when she was a sophomore at UCSB with an undeclared major. As a class officer, she joined with other student government leaders UC-wide in a march to Sacramento to protest UC fee increases proposed by then-Governor Reagan, an "inspirational trek" for her. Larry Adams was the informal advisor to this group, and so impressed her that she enrolled in one of his classes. "In the classroom, he brought to life the pages of our textbooks in history, political science, social studies... he had a way of making the issues of freedom and public policy very vibrant."

In Ms. Lee's case, Adams' influence led to her changing her major to political science and working in congressional offices in Washington D.C. after graduation. After receiving her J.D. from the University of the Pacific in 1977, she served as Deputy City Attorney for Los Angeles. In 1982, Ms. Lee joined Times Mirror, the parent company of the *Los Angeles Times*, from which she has recently retired as Vice President, Public Affairs. She has been a Trustee of The UCSB Foundation since 1989.

Ms. Lee believes that the internships she held in law school helped her understand what it is to be a lawyer; therefore, she also believes that undergraduate internships can bring to life what students are studying and give them a better perspective on a career than simulated programs. As a Trustee of the Foundation, Ms. Lee is keenly aware that many students have to work to pay for their education, often at boring, minimum-wage jobs that have no relevance to their field of study. An undergraduate internship, on the other hand, creates meaningful work while helping students meet their financial needs. Though the award is named for Professor Adams, since he was the one who "sparked her interest in political science," Ms. Lee believes there are talented faculty at UCSB today who have the same capacity to inspire and mentor. She hopes today's students will know "the joy you can have from a professor," and that "you can learn from people every day of your life."

DOUG FARRELL



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## Contact the Department

**Website:** <http://www.polsci.ucsb.edu>

**Mail:** Political Science Department  
3834 Ellison Hall  
University of California  
Santa Barbara, CA 93106-9420

**Telephone:** (805) 893-3432

**Fax:** (805) 893-3309

### CHAIR

*Lorraine McDonnell*  
mcdonnell@sscf.ucsb.edu  
(805) 893-3623

### UNDERGRADUATE COORDINATOR

*Stephen Wiener*  
wiener@sscf.ucsb.edu  
(805) 893-3433

### NEWSLETTER EDITOR AND FACULTY ASSISTANT

*Florence Sanchez*  
sanchez@sscf.ucsb.edu  
(805) 893-3740