

# Political Science at UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

SPRING 2004

## Transitioning to the Real World

After the seminars, the comprehensive exams, the oral defense and the dissertation, is there life after graduate school? Several of our graduates who have completed their Ph.D.'s recently shared their experiences and offered valuable advice to others who might be considering similar careers.

**Michael Hall** (2002) went directly from graduate school to a tenure-track position as Assistant Professor of Political Science at the University of Northern Iowa. With his third year of teaching

### From the Chair *Peter E. Digeser*

The good fortune of stepping into the role of Chair after it has been occupied by someone like Professor Lorraine McDonnell is that with so many institutional arrangements left in such good working order, one can keep afloat for some time. On the other hand, the risk of receiving such an inheritance is that one may squander or take for granted what has been developed over years of careful attention. As the State of California tries to make its way through the current budgetary crisis, both the University and the department face enormous challenges, but I am sure that the good sense of the faculty and the staff will provide excellent guidance and advice.

My transition to Chair is paralleled by a number of other transitions discussed in this issue. Lorraine McDonnell's stepping down as Chair coincides with the publication of her book, *Politics, Persuasion, and Educational Testing*. Two of our longest-serving colleagues retired this year: Alan Liu after teaching for 35 years and Michael Gordon for 39 years. We wish them a happy, healthy, and satisfying retirement. Our central story, however, concerns the difficult, but exciting transition of graduate students to the real world. There is life after graduate school, and for our graduate students it is found not only in the academy, but also in government service and private industry.

In the midst of such change, many constants remain, including our commitment to excellence in undergraduate education. For many years, Marguerite Bouraad-Nash has exemplified such dedication; we congratulate her on winning this year's Alumni Association Teaching Award.

Finally, I must sadly note the passing away of Gordon Baker. Gordon was a scholar of reapportionment and American political thought. He chaired the department for six years with grace, conviction, and fairness. The standards are pretty high around here.



now completed, he says he enjoys it very much and would definitely recommend this path to others. The first year of teaching, "trying to develop lectures from scratch," is hard for all new professors, and Michael was also trying to finish his dissertation. "Though I bought a house before I arrived, I had no time to furnish it, and basically I spent my first quarter writing lectures six days a week for two different classes, then on Sunday, working on my dissertation while sitting on the floor with my laptop." But after Michael finished his dissertation (for which he now has a book contract), and developed a bank of lectures and class materials to draw on, things got much better. His advice to others who are preparing for a university career is to get the dissertation done before going out on the job market, "because the process of getting published (a requirement for tenure) is very time-consuming," and also to ask their professors as much as possible about the teaching process when they are in graduate school. "There are subtleties and nuances to course and syllabus preparation that you just don't get as a T.A."



MICHAEL HALL

**Tiffany Willoughby-Herard** (2003) was also offered a tenure-track position upon graduation, but she was able to defer her appointment in order to accept a UC Office of the President Post-doctoral Fellowship in the Department of Ethnic Studies at UC San Diego. The fellowship provides mentorship, classes on the tenure process and the writing requirements of professorship, and funds to present research at professional conferences. Tiffany strongly recommends the post-doc route to new grads and describes the year as a "socialization process—changing your



TIFFANY WILLOUGHBY-HERARD

thinking to that of a colleague rather than a grad student. Post-docs give you time to do the writing and get your work out to potential publishers, and afford opportunities to build networks with others doing similar work. You can move forward at a much better pace.” She recommends that students apply for post-docs at the same time they go on the market. If they should land both a position and a fellowship, she feels that the institution may be more than willing to postpone the appointment because the new professor will be more advanced in their research, and therefore have a better chance of making it to tenure. Tiffany will be joining the Flint campus of the University of Michigan in the fall as Assistant Professor of Africana Studies, and she is looking forward to working at a teaching institution that is also part of a major research university. She has visited the campus several times during the past year and feels the environment corresponds well with her interest in community development; another plus is that her research network includes colleagues at the Ann Arbor campus. Her advice to others anticipating an academic career is to “fight for funding for publishing your work (both pre-doctoral and post-doctoral fellowships) as soon as possible in your career,” and to “think broadly about where you want to live and work when you go out on the job market.”



THOMAS LUM

**Thomas Lum** found the job market to be very tight in 1998. He anticipated an academic career but was making little headway; then “by a stroke of good luck,” he saw a posting in the department for an opening at the Congressional Research Service (CRS), applied, and got the position. Funded by Congress, the mission of CRS is to provide members with non-partisan reports and background material on various policy issues. As Senior Analyst in the Foreign Affairs Division, Tom researches relevant Asian matters; however, he notes that this research differs from that done in graduate school. “It’s not theoretical. Everything is current and policy oriented.” Good communication skills are required for his job, which involves “talking on the phone and asking a lot of people for information.” He had to learn to do that well, and also had to learn the terms and language of congressional legislation, “which is hard unless you have prior government service.” The Ph.D. is not a particular advantage in that regard; however, it is recognized in terms of rank and salary, and also confers a level of expertise that is helpful in dealing with diplomats and congressional staff, or presenting at conferences. Tom’s advice to new graduates is to stay in touch with the career center and the department—“You never know what might be posted there”—and to finish the dissertation before going on the market. “It’s awfully hard to do it when you are employed full-time.” In CRS, positions in the various sections don’t

open up very often; however, Tom suggests that other alternatives for Ph.D.’s interested in government service might include either the foreign service or working as analysts for the CIA.

**Laura Dodge** (2003) found that while she enjoyed very much the teaching aspect of getting her doctorate, she did not want a career in academia, so she sought work in the private sector. Job hunting turned out to be difficult for a variety of reasons: “First, I’d been out of the private sector for so long that I no longer had contacts with whom I could network. Networking, while important in the academic world, is even more essential in the private sector . . . What’s more, I specialize in a topic (Asian politics) whose applicability in the private sector is rather limited.” She therefore attended speeches and conferences in order to start networking, but after five months of searching in the U.S., she finally decided to go to Asia, where in a short time she landed a job as a research associate for the U.S.-China Business Council, a non-profit trade association for U.S. companies in China. “We supply research and consulting services to about 250 member companies, most of which are Fortune 500 and already have a large presence in China.” In her current work, Laura misses the intellectual stimulation she found in the Ph.D. program, but at the same time feels “[it] helps build a broader network and also exposes me to a variety of interests in which I might apply my skills.” Laura’s advice to other Ph.D. students who may want to work in the private industry is first, identify the right sector, then choose a specific location or industry within the sector and begin to build contacts and networks for that industry or location as soon as possible.

In fulfilling the department’s mission of training the next generation of teachers and researchers in political science, we are pleased to report that a number of our recent graduates have academic posts. **Jeffrey Chwieroth**, after a year on a post-doc at the European University Institute (Florence, Italy), will be joining the faculty of the Maxwell School at Syracuse University as Assistant Professor of Political Science. **Gigi Gokcek** and **Tom Knecht** have accepted tenure-track positions at the University of the Pacific and the University of Denver, respectively, while **Diane Johnson**, after a year at Boise State, will be going to Lebanon Valley College, Pennsylvania, as Assistant Professor of Political Science. **Bonnie Field** and **Chris Cook** have each obtained visiting positions, Bonnie at Wake Forest University and Chris at Winona State University, Minnesota. The department wishes each of them and others to follow, much success in their new careers.

### Fast Facts about the Department, 2004

Undergraduate Majors in Political Science	846
Graduate Students	63
Full-time Faculty	24
Active Alumni	7330

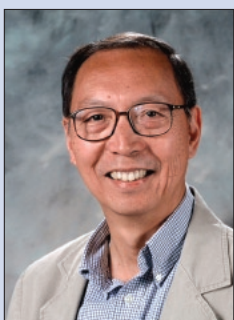




## New Emeriti: Two Valued Professors Retire

**A**t a special reception in June, the Political Science faculty honored retiring professors, Alan Liu and Michael Gordon. With a combined total of 74 years of service, their long careers of dedicated teaching will be very hard to replace.

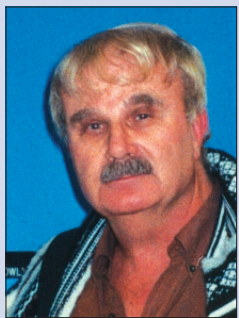
TONY MASTRES



ALAN P. L. LIU

**Alan Liu** joined the UCSB faculty in 1969, after completing his Ph.D. in political science at MIT. His career in comparative politics has emphasized three major subject areas: China, Asia, and the effects of revolutions. He tells us what he has valued most in his career is “getting ideas across to students, and seeing their positive response to my teaching.” His student evaluations indicate how well he has impressed them with his depth of knowledge, personal interest, and quiet sense of humor.

However, as rewarding as teaching is, it also limits the amount of time available for research; therefore in retirement, Professor Liu is looking forward to concentrating on research and writing. He has three projects lined up: (1) a journal article on the “Central Party School” of the Chinese Communist Party, and how it has evolved from a purely Marxist ideology to a more secular, university-like approach; (2) a book on the major industrial leaders of Taiwan (counterparts to America’s Ford, Carnegie, etc.); and (3) a new series from a major press, for which he will write a volume on Mao and the cultural revolution.



MICHAEL GORDON

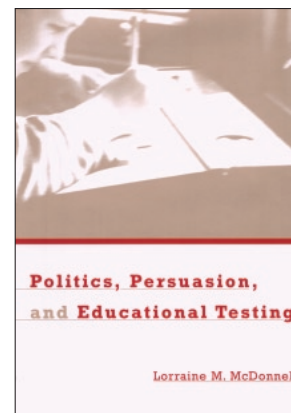
**Michael Gordon** came to UCSB in 1965, immediately after finishing his Ph.D. at Harvard University. A specialist in international relations, his teaching reputation is evident in these testimonials from some of his former students. Chris Cook (Ph.D., 2004), describes Professor Gordon as “dedicated to teaching, his students, and to fostering critical thinking in his students. [He has] tremendous depth of knowledge of his subject—he never gets thrown by a hard question, and his graduate

seminars in particular are extremely current and comprehensive. He always wants his students to succeed and is extremely proud of them when they do.” Lynn Scarlett (1971, M.A. 1973), Assistant Secretary of the Interior, credits Professor Gordon with fine-tuning her thinking skills. “He was so intellectually acute, his interests were wide-ranging,

and his insistence on careful thought and good writing drove me to hone my own intellectual efforts” (*Coastlines* 32:3, 2002). Marc Grossman (1973), former Ambassador to Turkey and Under Secretary of State for Political Affairs, also commented on Gordon’s mentorship when he received the UCSB Alumni Association’s Distinguished Alumni Award in 2002, specifically thanking Professor Gordon “who helped me understand the connection between politics and all of human endeavor and who pushed until I applied and got accepted to the Education Abroad Program. Without that experience, I would never have set foot in an embassy and would never have heard anything about the Foreign Service” (*Coastlines* 32:1, 2002).

## The Politics of Testing

**“A**nyone who has followed student testing policy during the past decade would probably agree that it has become highly politicized.” This statement is key to Lorraine McDonnell’s research, recently published in her new book, *Politics, Persuasion, and Educational Testing* (Harvard University Press, 2004). From a policy perspective, implementing a program of student assessment can be seen as a “hortatory policy,” one that relies on either information or values to motivate, rather than tangible rewards or consequences. However, as McDonnell demonstrates, unless those values are widely accepted, they can become a source of major political debate over what should be taught and tested. Current trends indicate that state officials seem to be moving away from this hortatory approach. According to McDonnell, as of 2003, 27 states had attached consequences at the school level to test results, while 22 states had also attached individual consequences (withholding promotion, for example). In these states, testing has moved from “low stakes” (where the purpose of the test is to provide information only) to “high stakes.”



The book examines the implementation of new assessment programs in the early 1990s in three states: North Carolina, Kentucky, and California. Each of these states linked their new assessment program to the goals of a particular state curriculum or framework with the object of bringing individual school performance in line with these standards. However, each differed in the kind of assessment used, the way it was



DAVID FOLKS

introduced, and the extent to which sanctions were attached. North Carolina's low-stakes test was linked to the state's *Standard Course of Study*, a fairly detailed document. Kentucky's new assessment was a high-stakes test that was an outgrowth of a court-mandated overhaul of the state's educational system. And in California, McDonnell analyzed the short-lived introduction of CLAS (California Learning Assessment System), a low-stakes test with wide initial support from legislators and educators.

McDonnell conducted her research in selected schools in each of the three states, interviewing teachers, legislators, school and state officials in order to determine how these professionals attempted to introduce a new approach to educational testing. She also compared teachers' assignments and lesson plans with the various curriculum frameworks, to see if teachers were changing their classroom methods to reflect the frameworks' goals. Finally, she followed the evolution of the testing reforms in each state. She paid particular attention to the case of CLAS, in which grass-roots opposition to the language arts portion of the test by a vocal minority of cultural conservatives created such controversy that the governor vetoed the CLAS re-authorization the following year. She interviewed a broad cross-section of parents, teachers, school officials, school board members, and leaders of opposition groups in seven schools where opposition to CLAS was particularly strong. While there were a number of political actors involved, including organized national groups, she found that many of the parents were those who were deeply involved with their schools and had previously good relationships with school administrators. These same administrators were deeply frustrated by state restrictions that prevented them from revealing any real information about the content of the test.

With the passing of the No Child Left Behind Act and its sanctions on low-performing schools, effective educational assessment will remain at the forefront of educational policy. From this research, McDonnell draws several conclusions that are important if assessment change is to be implemented successfully. (1) "Even when the results of state assessments have tangible consequences, much of their force depends on whether the social and curricular values they embody are broadly accepted by parents, educators, students, and the public." (2) "There is a need to balance real-world perspective with curricular and psychometric expertise. Therefore, the development of new curricular standards and assessments cannot be solely a technical process with participation limited to experts." (3) "... [T]hose responsible for designing new assessments need to recognize that the process is inherently political in the best sense of that word, because it involves public deliberation about what skills and knowledge are most important for a productive life and active citizenship."

## Marguerite Bouraad-Nash Wins Alumni Teaching Award



MARGUERITE BOURAAD-NASH

**D**r. Marguerite Bouraad-Nash, instructor in the Political Science Department since 1969 and Associate Chair of the Global Peace and Security Program at UCSB, has been named the recipient of the UCSB Alumni's Association's Distinguished Teaching Award for 2004. This will be the second time she has received a teaching award, the first time being 1990, when she won the Academic Senate's Distinguished Teaching Award. Dr. Bouraad-Nash's specialty area is Middle

Eastern politics. That she presents this sensitive area extremely well is evident in the "top notch" student evaluations she receives every year, according to Undergraduate Program Coordinator, Stephen Wiener. "Every year, she has expertly and fairly guided our students through the complexity of this region."

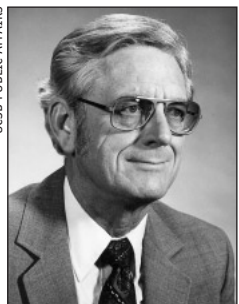
When questioned about her teaching philosophy, Bouraad-Nash states that she really doesn't have one. "I do follow the principle: Be nice to the students and have strict standards." She expands further by stating that the object of teaching is to teach students *how* to think, not what to think, which is important for two reasons: (1) "because learning disciplined, critical thinking is a useful tool in the world at large, and (2) because what I teach is controversial. Students come in with strong viewpoints—they need to learn the ability to see other viewpoints."

Bouraad-Nash notes that good teaching must be interesting, for "the greatest sin in teaching is to bore the students. If you do it, they will quickly vote with their feet." She feels that she has an advantage in that regard because students are highly interested in the Middle East to begin with. But her strong evaluations cannot be solely attributed to her modest statement that she has an interesting topic to teach. The heart of the matter is that she truly loves what she does. "I like to teach; I have fun teaching. Teaching is the only time when I think of nothing else at all. Students are bright, enthusiastic, and they never let you get away with anything. They are at an exciting time of life. It is a humbling thing, actually, to think that you might possibly make a difference in their lives."

Times have changed since she began her career, when most of her students were male; now, men and women are about equally represented. In spite of this welcome change, she still ranks a student evaluation she received in her earlier days as her all-time favorite: "This course is great, even though it is taught by a woman." With her inherent good humor, she finds this comment amusing even today.



## Gordon E. Baker (1923–2004)



GORDON E. BAKER

**G**ordon E. Baker passed away on January 13, 2004, a little more than a month after celebrating his 80th birthday. Born December 6, 1923, in Poughkeepsie, New York, Gordon was raised in Tacoma, Washington. His education — interrupted by service in World War II — included a B.A. from Reed College (1948), an M.A. from the University of Washington (1949), and a Ph.D. in Politics from Princeton University (1952).

That same year, Gordon began his teaching career at the Santa Barbara Teachers College's Riviera campus. Gordon was a major figure as the College evolved into UCSB, a major research center. He chaired the Political Science Department in the pivotal period from 1965 to 1971. He gained emeritus status in 1993, but he continued to teach through 1998.

His most influential work was undoubtedly *The Reapportionment Revolution: Representation, Political Power, and the Supreme Court* (1966) and subsequent articles on gerrymandering. He advised court-appointed Masters who redrew the boundaries of California's legislative and congressional districts and later served as a consultant and expert witness on reapportionment and related litigation in other states.

A specialist in American political thought, Gordon co-authored (with his Princeton mentor Alpheus T. Mason) *Free Government in the Making: Readings in American Political Thought* (fourth edition, 1985). He won research grants from the Guggenheim and Social Science Research Foundations. NEH grants funded his special eight-week seminars for college teachers (1979, 1980); the acclaim of his students from these seminars recognized his distinction as a teacher.

Gordon was a Jeffersonian democrat: his department was a democracy, not an oligarchy. Not fanatical about consensus, Gordon nevertheless thought it beneficial for his department, and worth spending some time to achieve. But at heart he was inherently conservative: he could leaven Jefferson with Burke. Favoring discipline and experience over consciousness raising, he resisted the radical proposals urged by student activists of the 1960s and 1970s. Long after he had left the chair, he remained the department's memory and the guardian of its precedents. His command of the rules of departmental practice, most of which he had nurtured into existence, was astonishing.

Gordon was a caring, gentle man whose mentoring was warmly remembered in cards and letters sent by dozens of his students to mark his 80th birthday. He was a model as well for his colleagues, especially the junior faculty who were nurtured by his encouragement and his strong instinct for fairness. When the department moved into Ellison Hall, he assigned office space on the basis of use rather than seniority — a courageous strategy.

His optimistic, informal style was pervasive and hardly ever left him, even as he struggled with a debilitating stroke. One of

the endearing attributes that sustained him in this trying period was the joy he always could find in small things: his quest for the perfect dessert remains the stuff of legend in UCSB food management circles.

The strength of Gordon's character is captured in one of his favorite quotations: "The teachers you seek: Truth, Wisdom and Strength . . . They are all within you." —Roger H. Davidson

*Donations to a memorial bench in honor of Gordon Baker can be sent to the Department of Political Science using the form printed below. Please make your check payable to the UCSB Foundation, and designate it for the Gordon Baker Memorial.*

## Gifts to the Department

**G**ifts of support for the Department of Political Science are deeply appreciated, and we have included a clip-out form for that purpose. There are many giving possibilities. Previous contributions have funded undergraduate awards and scholarships, graduate fellowships, endowed chairs, and the Lancaster Reading Room. General gifts to the department are used wherever the need is greatest.

If you would like more information about making a specific gift or about planned giving, please contact Michaelleen Howatt-Nab, Assistant Dean for Development, Division of Social Sciences, at (805) 893-2774, or [m.howatt-nab@ia.ucsb.edu](mailto:m.howatt-nab@ia.ucsb.edu).

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