

# Political Science at UCSB

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

SPRING 2011

## Public Presentations: New Challenge for Honors Students

In the 2010 issue of our newsletter, we discussed the history of the departmental honors program in political science. As it has been since the program began, our senior honors students still take a special research seminar all year, undertake a research topic of their own choosing, and write up their study in a formal senior thesis. Each student works under a political science faculty member with expertise in their research problem, and receives additional guidance and input from the honors program advisor and the other students in the seminar.

For the past several years, the honors program advisor has been Professor Bruce Bimber. He believes that for the students, a key part of the research process is the experience of presenting their work formally in public. Therefore since 2006, the senior honors program has concluded with a colloquium in which each student presents a short summary of his/her research to faculty, parents, and student colleagues.

"Working with these top students is one of the most rewarding aspects of my job, especially when their work comes together in their public presentations at the end of the year," says Professor Bimber. However, for most of the students in the honors program, this is their first experience in presenting and explaining research to a public audience, and they initially approach the process with considerable trepidation. This year was no exception.

Senior Matthew O'Sullivan recalls that "presenting my own original research for the first time was a very daunting experience. It's scary to present your research to experts in the field as a beginner. If I were to flop, I didn't want my parents there to see me." But come they did. He says in the end, "Sure enough, being up there and seeing my parents watching made me feel a great deal better about the experience."

James Hawkins echoes that opinion. "There's not any question that I was nervous in the days preceding the presentation [but] it was

actually a net positive to have my family and professors that I knew at the event. They were all very encouraging going into it so it helped mitigate some of my anxiety about presenting."

All the students were given ample opportunity to practice their presentations in the weeks before the colloquium, something that they all found extremely helpful in working through their nerves.

Caley Albert notes: "The presentations were definitely scary at first; however, Professor Bimber did an amazing job preparing us months in advance. Each group member had given their presentation at least three times in front of the group prior to the formal presentations." Students also received considerable advice and support from their individual faculty advisors in preparing their talks.

Students all feared that the question and answer session at the end of each panel would be the most difficult part of the colloquium. Caley states, "We had discussed potential questions/answers in class, but it is always scary when someone asks you a question you don't know the answer to." Nevertheless, the students found that portion of the colloquium went very well. Matthew thought that most parents would be interested only in their own child's research; however, "it was awesome that they got so engaged with everyone's projects" during the question and answer session. The students also found the faculty in attendance to be "incredibly supportive. They asked questions that were understandable and answerable for all of us."

All the students found the experience of presenting their research to be ultimately very much worth the effort. "Doing this project was the highlight of my senior year," says Matthew. "I know from speaking with the other students, the subsequent departmental honors ceremony [that followed the colloquium] felt like our own little graduation, though Commencement was not until the next day."

James adds that the colloquium "was a really rewarding conclusion to the honors program," and Caley states: "In the end, I think we



HONORS PANEL 1: JAMES HAWKINS, DANIEL ASHBY, TYLER SANTANDER, OSCAR GONZALEZ. NOT PICTURED: MATTHEW O'SULLIVAN



SINDHOORI NACKEERAN & JONATHAN BERTHET DURING DISCUSSION, HONORS PANEL 2.

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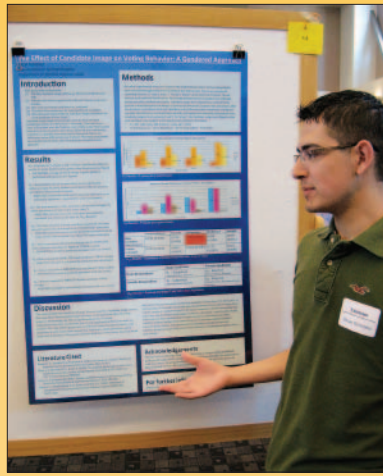
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all did a great job!” Judging from the enthusiastic applause at the end of the colloquium and honors ceremony, members of the audience heartily agreed.

Our departmental honors students are also invited to participate in the College of Letters and Science’s Annual Undergraduate Research Colloquium that showcases undergraduate research from all schools, colleges, and disciplines.

At this well-publicized event, students exhibit posters and other media that summarize their research, and are on hand to answer questions from a roving audience. As an added incentive, the UCSB Emeriti Association awards annual cash prizes for best exhibits in various categories. This year, several of our political science honors students participated in this event, where senior political science major Oscar Gonzalez was awarded co-first prize for best poster in Psychology and Social Sciences.



OSCAR GONZALEZ WITH HIS AWARD-WINNING POSTER AT THE UNDERGRADUATE RESEARCH COLLOQUIUM.

## 2011 Honors Presentations

### PANEL 1

**Matthew O’Sullivan:** “Are Term Limits Enough? Electoral Reform in the States”

**Oscar Gonzalez:** “The Effect of Candidate Image on Voting Behavior: A Gendered Approach”

**Tyler Santander:** “Perceptions of Criminal Offenders: Their Influences and Correlates in Legal Judgments and Decision-Making”

**Daniel Ashby:** “Measuring Trust: Politicians Versus Interest Groups”

**James Hawkins:** “The Climate Agenda: How the United States Public, Media and Government Prioritize Climate Change”

### PANEL 2

**Jonathan Berthet:** “Crafting Islamic Finance Under American Regulation”

**Sindhoori Nackeran:** “Moving Through Kashmir: Pakistan and Its Sponsorship of Insurgency Groups”

**Nicholas Adams-Cohen:** “Eastern Promises: The American Military in Asia”

**Caley Albert:** “Sovereign Debt Crises”

## Careers in Political Science: Administration

Political Science alums have pursued a broad range of careers, as we have demonstrated in our continuing series, “What can you do with a degree in political science?” In this issue, we present the career profiles of two of our alums who hold high-level administrative positions in their respective fields: one in the world of finance and the other in University education. Each credits their political science training with providing skills and insights valuable in meeting their daily responsibilities and facilitating their impressive career paths.

### BARBARA MORRIS: A Career in Academic Administration

Barbara Morris was interested in the complexities of government even when she was a teenager, and admits to having had some aspirations in those days to be the first woman president. However, it was also a great love of learning that led her to major in political science and continue her studies in graduate school. She says if it had been possible, “I could have taken every class in the college catalog.” She wanted breadth of knowledge, and found that the interdisciplinary nature of political science provided a nexus with economics and women’s studies, both areas of interest to her. “I found in political science that I could look at the world through different lenses.”



BARBARA MORRIS, PH.D. '96

After completing her undergraduate work at San Diego State University, Morris entered the Ph.D. program at UCSB, receiving her degree in 1996. While finishing her dissertation, “The Relationship between Group Structure and Governmental and Economic Capacity: A State Level Analysis,” she taught political science as an adjunct professor at the University of San Diego; then was hired as Assistant Professor of Government at the University of Redlands.

At Redlands, Morris had a full schedule of teaching in addition to pursuing her research interests in campaigns, elections, and California politics. Nonetheless, she also became involved almost immediately with faculty governance issues by serving on various campus committees, including a term as convenor of the Women’s Caucus. In addition, she was appointed Chair of the Government Department surprisingly early, before she had received tenure. It was an interesting position to navigate, as she was the only woman in a department of long-serving male faculty. She recalls chairing her first curriculum planning meeting. After finally putting together the plan for the coming year, the department tradition was for everyone to celebrate with a cigar. (“Yes, I lit up too.”) Her administrative abilities were further recognized when she was appointed Associate Dean of the College of Letters and Science in 2005 and Interim Dean the following year. In 2007, she was confirmed as Dean of the College by affirmation of the Faculty. As Dean, she has had the responsibility for all administrative, financial, and academic matters for 185 faculty and 2410 students.

Morris strongly credits her political science training with her success in academic administration. She believes it provided a valuable background for understanding organization structures, organizational



culture, and dealing with the competing positions of different stakeholders. In addition, her dissertation work was highly quantitative, and that training has helped her deal well with financial issues. “Political science is always in the background of how I actually administrate. It’s all part of a continuum.”

In July 2011, Dr. Morris will take on a new career challenge as Provost and Vice President for Academic Affairs at Fort Lewis College, Durango, Colorado. As Provost, she reports directly to the President of the College and will have administrative responsibility for all planning, academic, personnel, and financial matters for the entire campus of 3685 students and 261 faculty members. Morris was drawn to Fort Lewis College’s unique mission and was pleased to accept the position after meeting its “diverse, committed, welcoming faculty.” Like Redlands, Fort Lewis’s goal is the education of the whole person, but unlike Redlands, it is a public (rather than private) college committed to providing accessible education to all. In addition, it has a historic mission to serve Native Americans: The College will fully fund any recognized tribal member’s education through a combination of federal, state, and College sources. Morris feels her political science education will be especially helpful in dealing with the various bureaucracies involved in administering the funds. In addition, she has been working on a book manuscript about Native American tribal governance, and thus will also be able to draw on her personal research.

Dr. Morris believes that political science is a great major for anyone considering an administrative career. No matter what the field, “there’s politics everywhere and you always have to negotiate conflicting interests.” She feels acquiring that skill is intrinsic to the major. “It always provides alternate ways to think about problems.” She also recommends that students pursue internships with outside agencies in both the public and private sector as a means of gaining useful perspectives and experience with these entities before embarking on an administrative career.

## BRIAN MAYHEW: A Career in Finance

Brian Mayhew figured out two things before he went to college: He wanted to go to school in southern California, and he wanted a career in finance. A visit to the UCSB campus settled the first matter. However, when it came to classes, the accounting/economics courses weren’t particularly appealing to him. He says, “I found I was more interested in asking ‘why?’ about things,” and felt the diversity of topics offered in the political science major would permit him to study a little bit of everything. He especially enjoyed working for his Master’s degree “where the classes were more analytical and participatory—everyone there wanted to be there.” He eventually determined that his career in finance would be as an analyst, not just someone who works with numbers. “I realized that it’s not enough for the numbers to be right, but also to understand why they are doing what they’re doing.”

After leaving UCSB in 1980, Mayhew served two successive intern fellowships in Washington, DC. After that, he obtained a one-year financial internship at Goldman-Sachs in New York City, “which gave me my first taste of investment banking and finance, mergers, acquisitions, and number-crunching,” and launched him on his financial career. Though he was offered a position with the firm at the end of the internship, he decided to return to California to work for the City of Palm Springs as an energy/operations analyst. In that capacity, he created the financing structure for several of the city’s major energy

and redevelopment projects. However, the career track of that position was administrative, rather than financial; therefore Mayhew eventually left Palm Springs to take a job as Senior Financial Analyst for the City of Mountain View.

As Senior Analyst, Mayhew worked on various redevelopment projects and systems improvements with a team of junior analysts. He was promoted to Revenue Officer with the responsibility of running the entire debt and treasury group. He enjoyed being a “line officer” with other analysts working for him and did not aspire to be a CFO (administrator). Nevertheless, he took the advice of his “old school” superior and became certified in such areas as accounting, payroll, and purchasing to further his understanding of the specifics of financial management, which prepared him to assume higher levels of responsibility.

After about five years, Mayhew returned to southern California for family reasons and took a position as Finance Director for the City of Westminster, where he had full responsibility for accounting, payroll, the city treasury, and economic development funding. It turned out to be a significant challenge because the Orange County bankruptcy occurred during his tenure. Fortunately, the City of Westminster had no investments in that pool because Mayhew had removed them six months before the crash; however, the next two years were spent trying to stretch resources, renegotiate contracts, and salvage the city’s budget. After spending ten years in Westminster and with the city’s finances stabilized, Mayhew again debated whether he wanted to spend the next ten years as “a line officer or an administrator.” He settled that matter by accepting the position of Chief Financial Officer for the San Francisco Bay area’s Metropolitan Transportation Commission (MTC) in 1999.



BRIAN MAYHEW, B.A. '79, M.A. '80

Created by the state Legislature in 1970, MTC is the regional transportation planning, coordinating, and financing agency for the nine-county Bay area ([http://www.mtc.ca.gov/about\\_mtc/](http://www.mtc.ca.gov/about_mtc/)). As CFO, Mayhew is responsible for all accounting, audit, and financial functions of the Commission, as well as for their separately-funded enterprises, including BATA, the Bay Area Toll Authority. During the years 2001-2007, BATA was able to accomplish a number of approved projects that had not been acted on for several years, most notably the seismic replacement of the San Francisco/Oakland Bay Bridge. The financial crisis of 2008 necessitated considerable restructuring and retrenchment, but Mayhew feels that after three years, they have turned the corner and progress will continue on pending projects.

Mayhew strongly believes that his political science education gave him the analytical skills and basic philosophy necessary to do this kind of work. He notes that people from a variety of backgrounds and training work for him—“from cultural anthropologists to economists, MBAs to CPAs.” What he has looked for in hiring all of them is the ability to think and reason while performing their respective jobs, and to be able to answer such questions as “Does this process make sense? Are we violating any internal controls?” Graduates who have these abilities will always be in demand in the business world. He also sends along this advice: “Tell your grads they need to know the difference between a job and a career. They can (and should) gain life experience getting different jobs during and after UCSB. A career is the real passion that will stay with them their entire life (there’s a BIG difference).”

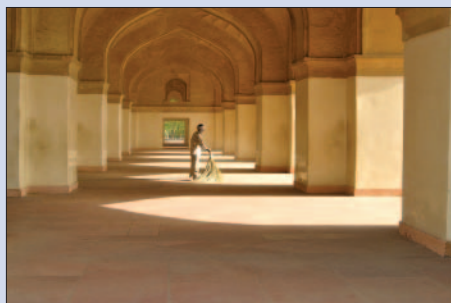


## Dissertation Research Takes Students to Distant Lands

Field research is a necessary component of the dissertation research process for many graduate students. While the work is time-consuming and often expensive, at the same time it can be an enriching experience in students' lives and essential to their scholarly careers. Two of our current graduate students share their recent adventures and impressions about their dissertation field work.

### STUART GRAY: Comparing Ancient Greek and Indian Political Thought

Stuart Gray chose his dissertation topic because "I believe we can draw upon the past not only for self-understanding, but also for ideas and inspiration on how to address current political issues and problems."



TEMPLE OF AKBAR THE GREAT

STUART GRAY

Stuart's preliminary research indicated that ancient Indian texts have been analyzed more from the perspectives of religious studies and history than political theory, and therefore few political theorists really understand ancient Indian political thought. His research goal was to provide a new perspective on these texts, and to do that, he needed to accomplish two things: read the early texts in their original language (Vedic Sanskrit), and go to India to meet with Indian scholars and hopefully locate additional primary source material for his research.

Most "modern" political theoretical work on ancient Indian texts was done in early through mid-20<sup>th</sup> century. The translations and interpretations of these political theory scholars are both outdated and strongly influenced by the resurgent Indian nationalism of the time. Stuart felt for his comparative theoretical research, he needed a fresh approach to reading ancient Indian texts that was not tied to nationalist motivations or sentiment. (For the ancient Greek texts, comparative research did not require a trip to Greece because these texts, translations, and interpretations don't suffer from the same scholarly and linguistic issues as Indian texts.)

Since Stuart's political theory research is text-based and language-rooted, facility with the language is essential. "One reason ancient Indian political thought research is so text-based is because there is much less dependable historical evidence for the period I am

investigating—1500-650 BCE—than there is for the Greek case. In most respects, all scholars have for this period are the texts."

However, learning Sanskrit turned out to be a very labor-intensive process. The oldest material is written in Vedic Sanskrit, which is difficult to translate but often even more difficult to interpret. Stuart took seminars in Sanskrit in the Religious Studies Department at UCSB and attended the summer program in Sanskrit at the University of Wisconsin, Madison, but it still required three years of constant study to be able to read the oldest Indian material with any proficiency. He was fortunate that one of his thesis advisors, Barbara Holdrege of Religious Studies, is a Vedic specialist, and thus UCSB has better access to Vedic scholarly expertise than almost anywhere else in the United States. Nevertheless, in order to connect with Indian scholars for access to potential historical archival material that's not available here, Stuart felt a trip to India would still be necessary, even though the trip would be self-funded.

Stuart's plan was to go to both Delhi and Benares. Delhi offered the resources of Jawaharlal Nehru University (JNU) and some of the foremost experts in ancient Indian history. Benares had an excellent Sanskrit College and scholars who were most familiar with the ancient Vedic texts. Unfortunately, his visit to Delhi took place during the hottest summer they'd had in 50 years, which made travelling and getting around very difficult. Heat exhaustion and food poisoning eventually caused cancellation of the trip to Benares. However, his Sanskrit instructor from the University of Wisconsin helped by providing temporary lodging and introductions to Delhi scholars, and JNU turned out to be the best source for the materials and scholarship he needed to access.



STUART GRAY AT THE TAJ MAJHAL

In some respects, the trip did not provide all he'd hoped for in that no new sources of primary materials were discovered and Stuart did not find any new interpretations of ancient texts to replace the outdated nationalistic ones. In the end, what benefitted him the most was learning Sanskrit and reading the texts for himself. But in spite of the heat, illness, and travel problems, Stuart values the rich cultural experience he had in India. He describes JNU with its jungle-type vegetation,





peacocks, and monkeys as “like going to class in the San Diego Zoo.” Other strong memories are visiting a large open-air mall with theaters and modern stores like The Gap, but also with cows walking around and lying down in front of them; and the local fishmonger deftly portioning a fish using both his hands and feet with a block-mounted knife—the way it has been done for hundreds of years.

In the modern city of Delhi, temple architecture and ancient ruins are found throughout, side-by-side with modern buildings. Reminders of the past are visible, tangible everywhere. Stuart says that in a way, this is a metaphor for his work. “The past is present and still alive for most Indians in a way that is very different from the United States. The ancient ideas and practices still inform much of Indian life, especially in rural areas and villages.” Through his research, Stuart hopes that political scientists will have a better understanding of these ideas.



FISH VENDOR, INDIAN MARKET

## KAREN PITAKDUMRONGKIT: A Multinational Case Study of the Negotiation Process

Unlike Stuart Gray’s dissertation research project, which took him to a single country, Karen Pitakdumrongkit’s dissertation topic required fieldwork in several different countries in Southeast and East Asia. For her case study on the process of international negotiation (how negotiators get to their outcomes), she chose to analyze the Chiang Mai Initiative Multilateralization (CMIM) Agreement that was signed on December 28, 2009. This agreement is credited with forming the basis for financial stability in Asia in order to prevent a reoccurrence of the events that led to the Asian financial crisis of 1997. The countries that signed the agreement are known as ASEAN + 3, and include the ten-member Association of Southeast Asian Nations (Indonesia, Malaysia, the Philippines, Singapore, Thailand, Brunei, Myanmar, Cambodia, Laos, and Vietnam) and the three East Asian nations of Japan, South Korea, and China (including Hong Kong). The process of developing this agreement took almost ten years, beginning with meetings in 2000 to establish a network of bilateral currency swap agreements and to which other components of the final treaty were added over several years.

Karen’s fieldwork consisted of extensive archival research and in-depth interviews with finance ministers and other key officials in the countries of Japan, Malaysia, Indonesia, South Korea, and Thailand that were involved in the CMIM negotiations. Her research was supported by a grant from the UC Pacific Rim Research Program, a source of competitive grants for UC faculty and grad students who do research on Pacific Rim topics in a variety of disciplines. Priority is placed on research that is “new, specific to the region, and collaborative.” She is extremely grateful to have had the funding to complete her project, for “without it, my fieldwork would not have been possible.”

One of the problems Karen faced in completing her research was getting access to people she wanted to interview. “In some countries in my study, personal connections were so significant. People would not talk to me unless I was a friend of someone they knew. Sometimes I could not find connections and as a result, some officials declined my interview requests no matter how hard I tried.” As a result, her plan to conduct interviews in six countries was changed to five because she lacked the necessary connections. On the other hand, once she got access, she felt she had good results with those officials she was able to interview.

“I think the success of my interviews partly came from the fact that I made it clear to my interviewees that I took the issue of attribution seriously. At the beginning of the interview, I told my interviewees that their identities would be kept confidential if they wanted. I also let them decide how they wanted me to quote them. They could tell me to quote them by names, by positions, or not to quote them at all. I feel that doing so made my interviewees talk more openly about the negotiations. Some of my interviewees even told me that they would tell me everything I wanted to know, but I was not allowed to quote them in my report. After I agreed, they shared with me some bargaining nuances that I had never known before.”

An unexpected bonus during her trip was a chance to meet with the Secretary-General of ASEAN, Dr. Surin Pitsuwan. Like many other interviews, this one also required connections: it was arranged by Dr. Varakorn Samakoses, the President of Dhurakij Pundit Uni-



KAREN MEETS WITH DR. PITSUWAN

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versity and the former Deputy Minister of Education, Thailand. She had only a short time to talk with Dr. Pitsuwan at his hotel before he gave a speech, so rather than asking him research-related questions, she asked if he could arrange a meeting for her with his staff at the ASEAN Secretariat in Jakarta, which he agreed to do. As a result, the officials at the Secretariat were very cooperative and she was able to collect valuable archival data and conduct her interviews there.



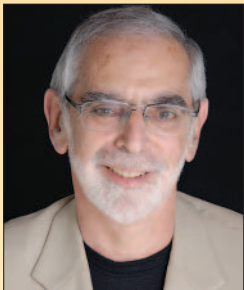
KAREN AT THE ASEAN SECRETARIAT, JAKARTA

Karen describes her overall fieldwork experience as “full of surprises, both good and bad.” Some people she least expected would provide information turned out to be the ones who knew the material the best. Other times, interviewees just provided documents they deemed of little importance, but which turned out to be significantly helpful to her project. And as would be expected in research requiring extensive travel, there were times she had to rush to interviews because of flight delays and traffic jams. An unexpected bonus of her trip was that she sometimes got a chance to talk with journalists, researchers, and university professors in addition to her planned interviews with finance ministry officials. “These meetings with scholars helped me gain a better understanding of CMIM negotiations.”

## Faculty Books

### Will the Euro Ever Supplant the Dollar?

This is the question that Louis G. Lancaster Professor of International Political Economy Benjamin J. Cohen discusses in his latest book, *The Future of Global Currency: The Euro versus the Dollar*. The book is a collection of some of Cohen's essays, papers, and book chapters dating from 1996 to 2010. These individual works discuss various dimensions of the question over time, but inevitably his conclusion in each of them has been the same: No, it will not.



PROFESSOR BENJAMIN J. COHEN

To understand why this may be so, it is helpful to understand the history of the euro. It was established as one part of the greater European integration project that began in 1955 and progressed through various treaties and incarnations as the European Common Market, European Union (EU), and finally Economic and Monetary Union (EMU). The purpose of EMU was to create a single market in Europe with one currency for all the participating countries. A single currency would provide an economic advantage to these countries by lowering the transaction costs and

exchange risk for trade in international goods and services. When the euro was established in 1999, many economists predicted that the euro would soon overtake the dollar as the dominant currency in world economy and thus affect the balance of power throughout the world.

However, over time, Cohen's skepticism about the euro has apparently been proved correct. In spite of the 2008 international financial crisis that originated in the collapse of the U.S. real estate market, the dollar remains the currency of choice in matters of international trade and investment. Cohen believes there are several reasons why this is so.

First, the euro is not backed and managed by a single authority like the Federal Reserve, which is capable of acting decisively when the currency is under stress. This was particularly evident during the 2010 financial crisis in Greece. In that crisis, the EMU struggled

intensively to come up with a consensus to remedy Greece's extensive problems, which had the potential to topple the entire European Union. Second, Cohen notes that users don't rapidly change from one dominant currency to another—an attitude he calls “basic inertia.” As he noted in a recent interview, “people accept the dollar because there is the general belief that in turn, others will accept it from them.” To shift from the euro to the dollar would require that people believe it will be widely accepted and anticipate

that others are going to make the switch, something that no one has quite been willing to suppose.

Finally, the impact of current international events has actually strengthened the role of the dollar as the dominant currency in the world market. One of the attractions of the dollar is that it is backed by the dominant military power in the world today and thus provides a safe haven in times of crisis. This was evident during the 2008 financial crisis, when investors “ran to the dollar” (i.e., bought dollar-dominated assets) even though the point of origin of the crisis was the United States. Cohen reminds us the connection of international monetary markets with security and defense is very tight, and thus may continue to reinforce the role of the dollar for some time to come.



### Fast Facts about the Department, 2011

Undergraduate Majors in Political Science	975
Graduate Students	61
Full-time Faculty	17
Affiliated Faculty	7
Active Alumni	10,186



## From the Chair *John T. Woolley*

The academic year 2010-11 was another difficult one, but we have many positive developments to report. It was not a year for new initiatives, but we continued to be proud of the accomplishments of our faculty, current students, and alumni.



**Among Faculty:** *Bruce Bimber* became one of only eight UCSB faculty members named Fellows of the American Association for the Advancement of Science. This recognition has rarely gone to social scientists, and we are very proud of his accomplishment. *Lorraine McDonnell* and *M. Stephen Weatherford* received a large research grant from the W. T. Grant Foundation for their project, "Policy Ideas, Entrepreneurs, and Education Research." *Amit Ahuja* received a Faculty Career Development Award to support his research. *Garrett Glasgow* received the Charles Redd Award for Best Paper on Politics of the American West at the 2011 Western Political Science Association Meetings. *Pei-te Lien* continued to serve as Co-President of the APSA section on Race, Ethnicity and Politics and on the Executive Council of the Western Political Science Association. Also, she has organized and will host the 2011 meeting of the Politics of Race, Immigration and Ethnicity Consortium at UCSB.

In the National Research Council ratings of Graduate Programs, we fared well, ranking clearly below 27 programs and clearly above 50 other programs. This was accomplished despite the fact that the NRC measures of scholarly output ignored books and book chapters. During the NRC evaluation period, half of our core faculty published at least one book and contributed dozens of chapters to edited collections. Other data confirm that we are headed in the right direction.

Our **graduate students** thrived this year. Fifteen students made presentations to professional conferences—many supported in part by funds provided by departmental donors: *Jasmine Yarish*, *S. Jovian Radheshwar*, *Emiliana Patlan*, *Katie Ostrander*, *Yuchun Kuo*, *Jeannette Yih Harvie*, *Stuart Gray*, *Thomas Hughes*, *Mario Guerrero*, *Laura Frey*, *Nicole G. Filler*, *Meredith Conroy*, *Lauren Copeland*, *Kathleen Cole*, and *Tabitha Benney*.

Three graduate student co-authors, *Mario Guerrero*, *Meredith Conroy* and *Jessica Feezell*, received an award from the American Political Science Association's Information Technology and Politics Section for Best Graduate Student Paper. *Mario Guerrero* also received the Graduate Dean's Advancement Fellowship for Summer 2011 and a Ford Foundation Dissertation Fellowship, which provides one year of support for students working on their doctoral dissertations. *Jason Pfeifle* received a Graduate Division Dissertation Fellowship. *Anne Pluta* received the APSA Presidency Research Fellowship for research at the APSA Centennial Center. *Karen Pitakdumronkit* received a grant from the UC Pacific Rim Research Program to support her research on East Asian financial cooperation. *Sarah Oliver Reyes* received the Brython Davis Endowment Graduate Fellowship, and *Jasmine Yarish* received a fellowship to attend the Bosch Foundation Archival Seminar for Young Historians.

Department awards for Excellence as Teaching Assistants went to *Kathleen Cole*, *Katie Ostrander* and *Pavel Oleinikov*. The Manzer-Wesson awards for best graduate papers were presented to *Sarah Oliver Reyes*, *Tabitha Benney*, and *Lisa Argyle*. *Lauren Copeland* received Honorable Mention for Excellence in Teaching from the Graduate Student Association.

Among many achievements of our **Alumni**, we will note a single one in this update: UCSB Alumnus *Marc Grossman* ('73) was named U.S. Envoy to Afghanistan and Pakistan, replacing the late Richard Holbrooke.

**Among undergraduates:** In this issue, you have read about the nine students who completed our departmental Honors program this year. In addition, twenty-four of our graduating seniors received some form of university-wide academic honors: *Nicholas Adams-Cohen*, *Caley Albert*, *Margaret Aker*, *Nicholas Brokaw*, *Sarah Broadbent*, *Jonathan Bronstein*, *Jake Burne*, *Maeve Coudrelle*, *Abhinav Dev*, *Jessica Eckdish*, *Ashley Evans*, *Michael Fahey*, *Rebecca Fortune*, *Katherine Gilmore*, *Oscar Gonzalez*, *Jason Holley*, *Andrew Kirst*, *Erica Kwiatkowski*, *Quinn Nguyen*, *Casey O'Day*, *Matthew O'Sullivan*, *William Sink*, *Elizabeth Tyler*, *Kiley Widelitz*. Several other political science majors won major university awards. These include a University Service Award for *Edward-Michael Muña*; University Awards of Distinction, presented to *Ricardo Campos-Sanchez Jr.* and *Corilyn Laura Lantz*; and the Vice-Chancellor's Awards given to *Andrew Jacob Elwood*, *Jose Magaña*, and *Elliott Thomas Rosenfeld*. All of the above-named undergrads were recognized in person in the department's Honors and Awards ceremony on June 10, 2011.

Political science majors played a leading role in the UCSB Model United Nations delegation and received support for their efforts from the department donor funds. They were assigned to represent Israel, and won a "Distinguished Delegation" award. They were coached by graduate student *Galen Stocking*.

Finally, *Nanor Balabian*, a junior honors student, received a \$10,000 grant from the Donald A Strauss Foundation to do a rural development project in Armenia. We hope to report on her research in the next issue of our Newsletter.

Gifts of support in any amount for the Department of Political Science are deeply appreciated, and we have included a clip-out form for that purpose. Online giving via credit card is also available through the Division of Social Sciences secure website: <https://secure.my-websites.org/supporter/donatenow.do?n=Fs@5Cs&dfdbid=1132171>. This link will take you directly to the Political Science page. Just complete the information required on the various screens.

There are many giving possibilities. Currently, we are seeking support for undergraduate research projects and internships, graduate student fellowships, endowed chairs and professorships, and our speaker series. General gifts to the department are used wherever the need is greatest.

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