The enclosed self-study was submitted for external review on August 25, 2018 and sent to reviewers on September 17, 2018.
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1. **Executive Summary**

I. To facilitate timely graduation as well as afford students flexible options, the Curriculum Committee advised the department to offer two sections of our capstone undergraduate course, IR 550, during the summer, a change which we expect will lead to improved graduation rates. In light of the university’s changed degree requirements and the greater role of complementary courses in our elective requirements for the IR major, the department decided to eliminate the formal requirement that student choose an individual thematic or regional emphasis within IR, although we continue to advise students to select their electives with the goal of gaining individual expertise in particular regions or topics.

II. Our faculty offer courses in theory, as well as specialized regional and issue-specific courses that meet with student diverse needs and preferences. Utilizing the extensive course offerings in the International Relations program and in other departments, students are able, upon advisement and careful consideration, to develop individual areas of specialization within geographical, functional (e.g., international political economy), problem-oriented (e.g., arms control), theoretical/methodological and other categories. Field work may also be part of an area of specialization. The emphasis upon elective courses of study requires that a student consult with an advisor every semester. Both undergraduate and graduate students have opportunities to internships in the Bay area and outside.

III. The undergraduate curriculum, which combines a confluence of core, electives, and culminating requirements, as well as GWAR courses and writing across the discipline, emphasizes both the depth and breadth of course offerings. On balance, the curriculum reflects academic rigor, diversity of courses and breadth of expertise. The IR department will continue to excel and demonstrate excellence with continued and renewed resources and support of the LCA College and broader SFSU administration. The IR department is a critical component of undergraduate education at SFSU and, upon reflection, will continue to grow and change in response to the needs of SFSU students and the demands of global society.

IV. The Master’s degree program focuses on training our students to be professionals who work in the field of international relations, including government service, the non-profit sector, and international organizations. Our curriculum emphasizes the coordination of theory and data. Many courses in the curriculum study specific areas of the world from diverse theoretical, historical, and contemporary perspectives, emphasizing the dynamic interaction between IR theory and foreign policy, political economy and international security, and non-state and transnational actors. Seminar instruction emphasizes knowledge of core International Relations concepts and theories as well as thematic issues, including—but not limited to—international migration, globalization, international security, international environmental studies, international development, global governance, and human rights. Culminating experiences involve two tracks for graduate students: an academic track, where the
culminating experience is a thesis, and a *professional track* where students undertake an internship experience that culminates in a research paper. For graduate students choosing the professional emphasis, the Department provides resources toward internship opportunities and supervises the preparation of an academic paper based on their internship experiences.

V. Members of the faculty cover wide-ranging theoretical areas of scholarship within International Relations, including (1) International Conflict/Security Studies; (2) U.S. Foreign Policy; (3) International Political Economy; (4) International Organizations/International Law/Human Rights/Environmental Rights; (5) Globalization/Transnationalism/Migration; (6) Post-Modernism/Post-Structuralism/Identity Studies/Media Studies. All members of the department contributed to the three main areas of review over the past five years—teaching, scholarship, and service. Still, some imbalances exist. In the area of teaching, an imbalance exists between our lecturers, who teach the larger introductory and other required core classes, and tenure-track faculty who teach most of the elective courses. Some of our faculty teach more graduate classes than others. Some female faculty members carry a larger load in supervisory courses, as well as college and university service. Some faculty members offer a wide variety of courses, requiring significant additional preparation time, while other faculty teach a standard rotation. Some of our faculty regularly receive higher student evaluation scores than others, and the ones that do tend to teach higher enrolled classes and advise a larger number of students. Some of our faculty publish more than others.

VI. Across the board, our IR faculty has been engaged in important scholarly work, resulting in peer-reviewed academic publications, conference presentations, contributions to print news and social media, as well as grant applications.

VII. In terms of faculty resources, IR teaching facilities meet adequately meet our departmental needs. Each professor has her/his own office and printer. Not all of our classes are smart and well-equipped, however. Most, if not all, our faculty members are readily accessible to and available for advising students, albeit on different days, all the while maintaining a supportive environment.

VIII. The Department of International Relations has adequate resources to fulfill its current mission. A faculty of 16, which includes 13 tenure-track (T-T) faculty and 3 full-time lecturers, teach and advise several hundred students in the major. A new T-T full-time professor at the assistant level will join us in Fall 2018. There are, however significant changes on the horizon. Currently, one full-time faculty member is on leave from the Department on a permanent basis, and another is now less than full time (FERP’ing) and will retire soon. In addition, the position of “practitioner in residence” or “diplomat in residence,” a foreign policy or national security professional with applied knowledge and networks in the field, remains unfilled. The Department will need to conduct active searches in the near-term to fill positions to prevent wider gaps in instruction from emerging and further stretching the Department’s resources. The Department receives only a small amount of funds for
professional development, and the amount varies from year to year. There is no dedicated source of funds devoted to faculty at all ranks. Baseline support for equipment is adequate and so too is financial support for faculty to attend conferences and/or give papers at conferences, despite the fact that funds to hire research assistants and to purchase editorial services are lacking. If faculty are expected to maintain an active research program while also maintaining their excellent reputation of teaching excellence, additional funds need to be offered on a regular basis. The Department has one full-time (non-exempt) academic office coordinator (AOC). This person’s responsibilities involve many different areas related to the Department’s functioning. The AOC is assisted by two students through the federal work-study program. The staff’s performance has been exceptional despite having a broad range of responsibilities and extensive demand for their services by faculty, sometimes on an ad hoc basis that requires quick turnaround time.

2. **Overview of Program**

The International Relations Department self-study for the Seventh Cycle Review shows the International Relations Department has maintained an all-round commitment to excellence since the Sixth Cycle. The Department has responded to suggestions in the Sixth Cycle Review with improvements in pedagogical focus and public outreach. The Department has continued to improve its pedagogical quality through its sequencing of undergraduate core courses. MA students have found excellent sites for internships and have responded positively in the exit surveys. Faculty have maintained strong record of publication with the most prestigious publishers of books and edited volumes, as well as articles in highly prestigious academic journals.

The International Relations Department is one of the oldest in the nation within that topic. In nearly all universities, the topic is studied as part of Political Science. There are major advantages to having a distinctive IR Department. In the IR literature there is very limited cross-citation with Comparative Politics, which is the nearest sub-discipline within Political Science. This remains true even though scholars in the two fields in most universities are departmental colleagues. Being an IR Department has enabled us to fashion pedagogical and research programs that would be difficult otherwise at the level of resources available. At the same time, there is a strong affinity between our department and the renowned Political Science Department at SFSU and we maintain close cooperation.

The Department has maintained a rigorous process of program planning. It has been hiring and assigning faculty in response to areas of disciplinary need and student interest. Our last two hires are in the areas of international social movements and China in global politics. The first is a topic we have not covered before. It reflects growing disciplinary interest and even more so, student interest. It is also clear we will need to gain expertise in
Africa after our specialist completes his FERP. In the longer term will need to hire in global environmental politics and in global gender.

The Department has demonstrated success is student learning outcomes. Our four-year graduation rates have kept pace with the College and the University, and surpassed them in the last two years. Another indicator of excellent student learning outcomes is the internship sites of our MA students. They have done internships in government, including at high levels, in private companies, and in NGOs and non-profits. These internships provide our students exposure to the practical side of our discipline and its employment opportunities.

Our curriculum is quite distinctive in the region and the nation. Being a Department focused on International Relations we are able to offer a curriculum that spans world regions and issue areas to an extent that is difficult to surpass in virtually any other university, including the most prestigious. We have been able to offer all our undergraduate and graduate core courses every semester throughout the five-year period under review. Nearly all our undergraduate core course have online sections. The Department does exceptionally well in providing known high-impact pedagogy. Diversity is taught not only by the instructor but by the unusual global diversity of the students in our classes. Independent research is taught, most intensively in IR 550, our senior seminar. Students take that class at the end of a preparatory sequence of core classes. As a result they are able to write 15,000-word papers with original research on topics of their choosing meeting rigorous standards. Our curriculum also helps students outside our major to fulfill University-wide requirements, particularly in General Education. In our assessment process, a randomized examination of term papers found significant improvement in the quality of writing at the BA level due to the introduction of GWAR.

At the Master’s level, the Department has a rigorous program from admission to graduation. All our admissions standards meet or exceed University standards. In program features, such as frequency of course offerings, path to graduation, number of graduates, and faculty requirements, the Department exceeds University standards by wide margins. The MA program has maintained steady enrollments in a challenging environment for MA programs after the 2008 recession. The MA program has maintained strong diversity in gender and ethnicity. A quarter of its students are foreign – appropriately for International Relations. Both the Professional and Academic Tracks for MA students are structured rigorously. However, areas for improvement exist and will be pursued. The graduate exit survey of students record satisfaction rates of over 80% for all but two questions. Graduate survey results indicate that IR M.A. students are overall satisfied with the quality of the Program, their interactions with faculty members and administration, the culminating experience process and the collegial environment of the Program. Improvement is needed in internship resources and job search. These two are the most difficult tasks for the faculty to support.

The MA program was the focus of the Sixth Cycle Review. The APRC generated a CAM memorandum about our MA program and we have made great progress in meeting
challenges of the memorandum. One recommendation in the CAM was that the Department consider merger with the Political Science Department. We have determined that a merger would not benefit the program, but rather would eliminate the only public MA program in International Relations in California during an era of globalization. At the same time, the Department has made extensive efforts to cooperate with the Political Science Department and others on curriculum. In addition, following the CAM the MA program has conducted regular self-assessments, dedicated staff to coordinate internships, maintain its web site, and instituted graduate exit surveys. The Department awaits resources to assist MA students with job search. Two additional initiatives of the MA program are a study abroad program with the University of Pavia in Italy and a blended BA/MA program that will enable some IR majors to complete their MA more quickly. The IR Department is one of five chosen in SFSU for such a blended program.

An important success of the MA program has been in the quality of internship sites of our Professional Track students. These range from private companies to non-profits to government organizations. Some examples of private companies are the Menlo Park start-up Gogobot, CBS Interactive and CNET Espanol, and Dropbox. Some non-profits were International Rescue Committee, Human Rights Watch, and the International Forum on Globalization. Some government organizations were The White House, Office of Senator Dianne Feinstein, and several consulates and embassies. The MA program would benefit greatly from the modest additional resources that would be required to provide fellowships and research assistantships for our MA students. That would the students directly and would attract more quality students to the program.

One of the most important measures of success of the MA program is the quality of employment for graduates. We have graduates in the foreign and security arms of the US federal government, as well as in other arms. We also have graduates in private companies and non-profits.

Our faculty have a strong commitment to both teaching excellence and innovative research. Two of our faculty have won the University’s top award for excellence in teaching. Our assessment processes have demonstrated the high quality of teaching imparted to the students. The faculty also has a very strong record of research. Our faculty have published books and edited volumes with the most prestigious academic publishers, including Cambridge University Press. Books have been published by both tenure track faculty and a lecturer. Faculty members have published articles in the period under review in prestigious journals, including *International Studies Review*. The faculty also has a record of dedicated service at the Department, College, University, and external levels. At the College level faculty have served on important committees such as CSU Student Research Competition, Research Scholarship, and Creative Activities, and Iranian Diaspora Hiring. At the University level faculty have served on the Academic Freedom and International Programs committees, and as faculty representative on the board of Associated Students.
The Department has a continuing commitment to faculty excellence and has enacted that commitment in its two latest hires. Both hires demonstrated excellence in both teaching and research at the time of hiring. Both have publication in hand when hired and excellent teaching reviews at their previous institutions.

3. Program Indicators

3.1 Program Planning
The Department of International Relations is one of the oldest IR programs in the nation. We aim to prepare students to enter a competitive workforce in government, business, and nonprofit organizations.

IR courses for the Bachelor of Arts are designed to impart knowledge of basic concepts, theories and methods in international relations and to train students in research, analytical, and presentation/communication skills. We emphasize liberal arts educational goals but also seek to develop marketable skills appropriate to the field, such as report writing, statistical and computer applications, public policy analysis, oral presentations accompanied by audio visual material. Utilizing the extensive course offerings in IR and other departments, students are encouraged, on advisement, to develop individual areas of specialization within geographical, functional (e.g., international political economy), problem-oriented (e.g., arms control), theoretical/methodological, and other categories.

The IR Department also seeks to train graduate students who possess strong analytical skills and a theoretical foundation established through an interdisciplinary approach to international affairs. The two-track option in the IR MA program enables graduate students to choose between preparation for employment in international businesses, government agencies and embassies, or nonprofit, nongovernment organizations, or to pursue graduate training leading to a Ph.D. in the International Relations field.

According to the University’s mission statement, SF State, as a major urban university, “encourages its students, faculty, and staff to engage fully with the community and develop and share knowledge.” The IR Department enables both undergraduate and graduate students to do this, and to develop skills and personal connections that can make them more employable, by offering field work opportunities through supervised internships with nonprofit organizations, businesses, and public agencies.

The university’s mission statement (Academic Senate Policy #S15-176) reminds us of SFSU’s “unwavering commitment to social justice.” For scholars of international relations, social justice has an international dimension, especially in light of the continuing existence of immense inequalities between different world regions. The department therefore makes a determined effort to attract and retain a faculty both representative of and with expertise in as many as possible of the world’s major regions. Our success in this effort is described in the
Faculty section of this self-study. In addition, many of the topics we teach about, such as migration and refugees, global hunger, human rights, social movements, terrorism, and international development, and the domestic roots of US foreign policy, explore the causes and consequences of global inequities.

Because of the subject matter and perhaps also because of the reputation of the department, undergraduate and graduate student IR majors are also very diverse in national backgrounds and first languages. And, like students in other majors, many of our enrollees are juggling multiple home, work, and study responsibilities in the context of very high living costs. Consequently, we need to pay close attention to obstacles to student course completion and timely graduation.

Dr. Amy Skonieczny led this effort in 2016-17 by obtaining a small grant through the Student Success in the Majors Initiative. The process enabled by this grant is described in Dr. Skonieczny’s report on it (see Appendix A). A few key resulting actions have been:

- updating and streamlining of our advising process under Dr. Ellis’ leadership;
- restructuring and updating our department web site, which Dr. Siegel has begun;
- monitoring and expanding our GE offerings: we have added another course; more are pending.

The faculty subcommittee convened by Dr. Skonieczny also had many discussions about GWAR offerings, core course sequencing, and the elective emphasis. The committee collected enrollment data and feedback from the students in our IR 309 (GWAR) courses, leading to proposals under discussion to add additional thematic GWAR sections.

With the aim of facilitating timely graduation and providing flexible options for students, the committee advised and the department agreed to offer two sections of our capstone undergraduate course, IR 550, during the summer, a change which we expect will lead to improved graduation rates. In light of the university’s changed degree requirements and the greater role of complementary courses in our elective requirements for the IR major, the department decided to eliminate the formal requirement that student choose an individual thematic or regional emphasis within IR, although we continue to advise students to select their electives with the goal of gaining individual expertise in particular regions or topics.

Additional faculty discussion and work has gone into reevaluation and updating of the Master of International Relations program.

International relations is one of the few SFSU departments that have been approved to offer to five of our top undergraduate students the option of participating in the pilot combined BA/MA degree program, beginning with our 2018 cohort. Our expectation is that, while most of these students will not spend much less time to complete all their classes than current BA+MA students do, they will be able to save significantly in tuition costs.
Another focus of IR Department planning is faculty turnover and hiring. Since the 6th Cycle review, we have lost positions in international law and organizations (promotion), China (resignation), Latin America and United Nations (retirement) and security (retirement). Our current expert on Africa (Dr. Yansane) is halfway through the FERP program. Our environmental expert (Dr. McAfee) will begin FERP in the fall of 2018.

Our expertise in Latin America and media/communications was upgraded with the hiring of Dr. Darling and Dr. Pahnke. Three of the retired or soon-to-retire professors have taught our core course in international political economy (IPE). Two new faculty hired in 2014 (Dr. Siegel) and 2017 (Dr. Pahnke) have replenished our capacity to offer multiple sections of IPE, while adding new expertise on Europe, social science theory, and international social movements.

Our most recent hire brings back our missing expertise on East Asia including China. The 5th Cycle MOU reminded the department to be sensitive to balancing gender, ethnicity and intellectual perspectives in future hiring. The recruitment of our latest new faculty member, Dr. See-won Byun, will nudge our male-female faculty ratio closer to 50-50 as well as bring an Asian perspective and voice that will be welcomed by our growing pool of Asian undergraduates.

Department planning discussions have identified other gaps that have yet to be closed. We have not been able to replace David Fisher’s expertise on US foreign policy and security, which drew upon his decades as a US diplomat. International law and multilateral organizations is another important IR topic in which there is significant student interest.

There is increasing attention in international relations and global studies in environmental problems and policies and a growing number of opportunities in the public, non-profit, and private sectors for employment related to issues of environmental sustainability. Dr. McAfee has not been able to offer her environmental policy seminar every year nor develop an undergraduate class on this topic because of the need for her to cover core courses. She will be teaching half-time (FERP) from now on. Another gap, feminism, is addressed below.

Regional expertise in Africa will be again needed in the next few years. We have also not yet found resources to response to the strong student interests in international nongovernment organizations.

Nearly all of the curricular recommendations from the 5th Cycle review (see Appendix B and C) have been incorporated into the current course offerings. A remaining gap, however, pertains to the department’s past commitment to “expand curricular attention given to feminist and poststructuralist theory” and to “introduce a new course on Gender and International Relations at both the graduate and the undergraduate level. A new course has recently been developed partially in response to this lack: IR 453 Women and Media in International Relations by Prof. Juanita Darling.
One recently-approved course, I R 314 Postmodernism in International Relations, could be taught with content about feminism and poststructuralism. However, it has not been offered because faculty have needed to use their teaching time to cover core and GE courses and other electives expected by students. No courses on feminism in IR, poststructuralism, or post-colonialism have yet been developed at the graduate level. Faculty will consider whether these themes are best addressed through changes in the content of existing core seminars or through development of one or more new graduate course offerings.

The CAM from the 6th Cycle review recommended closer collaboration, sharing more teaching resources, or even possible merger with the Department of Political Science. In response, the IR faculty discussed this in several of our meetings and initiated discussions led by Dr. Ellis with the chair of Political Science. Both departments have concluded unequivocally that merger is neither appropriate nor in the interests of our students, but that closer collaboration is possible and desirable. Toward this end, an issue of possible overlap in course content in one topic, social movements, was successfully resolved through the cross-listing of related classes in both departments.

In response to 6th Cycle reviewers’ advice, the Undergraduate Curriculum Committee carried out a longitudinal study of 309 (GWAR) and 550 (culminating experience) papers. The study resulted in compiled observations, and a list of four recommendations. The overall finding was that IR student writing is good overall but can improve, and that the GWAR classes appear to be serving the purpose of preparing students for more academically challenging capstone (550) papers fairly well. The rubric used to evaluate the papers, the detailed observations, and recommendation are summarized below in Appendix E: 2011 GWAR Assessment.

Other 6th Cycle recommendations included improvement of our internship program and upgrading of the department’s web site. We have expanded the department’s database of internship opportunities and now inform students about new options by email on a weekly basis.

In 2016, the Graduate Studies Committee revised its mission statement for the Graduate Program in Fall 2016 and developed student learning goals for the Program.

In Spring 2017, the Graduate Studies Committee evaluated the writing component of the Graduate Program by reviewing 16 culminating experience papers completed between 2014-2016. As recommended in the 6th-Cycle CAM, the committee has been applying the rubric we developed after the 5th Cycle review for assessing MA culminating experiences. With the 2017 review, approximately 40 CE papers have been evaluated to date; the committee provided a report summarizing the findings (see Appendix I). One of these is that the internship papers have become more conceptually informed and reflective of good experience in the International Relations field. The committee has also begun conducting exit surveys of graduating students.
Among other steps being considered as a result of our MA program 2017 assessment is revival of our IR 735 or IR 751 Methods course again, this time as a 3-unit elective open to both internship MA students, thesis-track students, and students from other graduate departments who might benefit from training in qualitative methods. The committee and the wider faculty are attempting to address other problems highlighted by the assessment, including that student culminating experience papers do not engage International Relations theory consistently enough, nor do they adequately address alternative views at the theoretical level and either refute or apply them. The committee also found that Students do not always have a good enough sense of how specific internships can contribute to careers in the IR field. These are all topics on our department meeting agendas.

3.2 Student Learning and Achievement

Learning Goals

International Relations department teaches students to navigate in the interconnected world by learning about its military and security dimensions, trade and finance, migration, development, media and the internet, and pressing environmental problems.

The courses of study for the Bachelor of Arts in International Relations have three objectives stated on IR website:

1) to impart knowledge of basic concepts, theories and methods in international relations;
2) to develop in each student at least one area of special individual competence in international relations;
3) to train students in research, analytical and presentation/communication skills.

Liberal arts educational goals are emphasized but the program seeks also to develop marketable skills appropriate to the field. These include report writing, statistical and computer applications, public policy analysis, oral briefing techniques and audio-visual production. For example, in the culminating experience course, IR 550 students develop a full-fledged academic paper of a publishable quality on a topic of individual interest and in close consultation with instructor. They further develop and deliver two in-class presentations with no notes and are graded on both substance and style of delivery.

Utilizing the extensive course offerings in the International Relations program and in other departments, students are able, on advisement, to develop individual areas of specialization within geographical, functional (e.g., international political economy), problem-oriented (e.g., arms control), theoretical/methodological and other categories. Our faculty offer courses in theory, as well as specialized regional and issue-specific courses that meet with student diverse needs and preferences.

Field work may also be part of an area of specialization. The emphasis upon elective courses of study requires that a student consult with an advisor every semester. Both undergraduate and graduate students have opportunities to internships in the Bay area and outside.
On balance, existing goals adequately capture the experiences of faculty and students from lower division to graduate level. There is also a considerable diversity in ways faculty teach in terms of regular and online teaching, teaching style, and technologies available for teaching including ilearn, visuals, chat, and other devises.

**Practices and Active Learning**

Some of our student best practices in classes include development of their individual and group projects in consultation with instructor that are subsequently delivered in both class and non-class settings. Outcomes of teaching students research and presentation skills are evident not only in classes including the culminating experience IR 550, but in presentations at International Relations conferences at both regional and national level. In particular, our best undergraduate and graduate students have regularly presented at Western International Studies Association and national International Studies Association annual convention held once a year. In addition, we have had multiple examples of faculty publishing papers co-authored with their students including in some of the top journals in the discipline such as *Foreign Policy Analysis* and *International Studies Perspectives*.

Internships particularly those at Graduate level serve as example of successful development and application of practical skills in the discipline. Graduate Student Internship Sites 2012-2018 (See Appendix J) provides a list of most recently held internships by our MA students.

**Evidence of Student Learning**

Tables below provide evidence of student progress and achievement.

Every year over the last five years, we have more than a hundred undergraduate majors graduating and ten to twelve MA students graduating (see table 3.1).

Our one-year retention rate is above or around 60% for full-time freshmen students depending on a year and around 75% for Community College Transfers Students (see table 3.2 for year-to-year breakdown data for 2010). This is consistent with rates at both College and the University level. Since 2005, these rates have remained stable or improved in comparison with previous cohorts as well as College and the University level (see table 3.3 for data since 2005).

The time to degree of students in the program over the last five years has been at the level of 4.27 to 5.33, consistently with those at college and university rates. The six-year graduation rates have varied from 3 to 4.86, consistently with those at college and university rates, and have improved over time (see table 3.4 for year-to-year breakdown data).
Table 3.1: How many undergraduate majors has your department graduated every year over the last five years?

<table>
<thead>
<tr>
<th>Program</th>
<th>Four Year Graduation (Program)</th>
<th>Four Year Graduation (College)</th>
<th>Four Year Graduation (University)</th>
<th>Six Year Graduation (Program)</th>
<th>Six Year Graduation (College)</th>
<th>Six Year Graduation (University)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>110</td>
<td>2288</td>
<td>6344</td>
<td>12</td>
<td>399</td>
<td>1418</td>
</tr>
<tr>
<td>2013-14</td>
<td>89</td>
<td>2049</td>
<td>6211</td>
<td>12</td>
<td>328</td>
<td>1274</td>
</tr>
<tr>
<td>2014-15</td>
<td>119</td>
<td>1791</td>
<td>5829</td>
<td>6</td>
<td>298</td>
<td>1231</td>
</tr>
<tr>
<td>2015-16</td>
<td>112</td>
<td>1688</td>
<td>5696</td>
<td>13</td>
<td>262</td>
<td>1152</td>
</tr>
<tr>
<td>2016-17</td>
<td>25</td>
<td>238</td>
<td>896</td>
<td>2</td>
<td>14</td>
<td>122</td>
</tr>
</tbody>
</table>

Table 3.2: What is the one-year retention rate of your students? Full-time Freshmen (FTF) & CCC Transfers Students, Fall 2010 data

<table>
<thead>
<tr>
<th>Year (Retention &amp; Graduation)</th>
<th>Program FTF</th>
<th>College FTF</th>
<th>University FTF</th>
<th>Program CCCT</th>
<th>College CCCT</th>
<th>University CCCT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>86%</td>
<td>82%</td>
<td>82%</td>
<td>86%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>2nd Year</td>
<td>77%</td>
<td>69%</td>
<td>70%</td>
<td>81%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>3rd Year</td>
<td>77%</td>
<td>70%</td>
<td>67%</td>
<td>69%</td>
<td>78%</td>
<td>80%</td>
</tr>
<tr>
<td>4th Yr</td>
<td>36%</td>
<td>31%</td>
<td>20%</td>
<td>69%</td>
<td>76%</td>
<td>80%</td>
</tr>
<tr>
<td>5th Yr</td>
<td>55%</td>
<td>54%</td>
<td>46%</td>
<td>72%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td>6th Yr</td>
<td>64%</td>
<td>61%</td>
<td>56%</td>
<td>72%</td>
<td>77%</td>
<td>79%</td>
</tr>
</tbody>
</table>
Table 3.3: What is the one-year retention rate of your students? Full-time Freshmen (FTF) & CCC Transfers Students, Fall 2005-Fall 2010 data

<table>
<thead>
<tr>
<th>Entering Semester</th>
<th>1st Yr</th>
<th>2nd Yr</th>
<th>3rd Yr</th>
<th>4th Yr</th>
<th>5th Yr</th>
<th>6th Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>71%</td>
<td>58%</td>
<td>68%</td>
<td>16%</td>
<td>48%</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>87%</td>
<td>57%</td>
<td>67%</td>
<td>17%</td>
<td>53%</td>
<td>57%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>79%</td>
<td>79%</td>
<td>61%</td>
<td>18%</td>
<td>49%</td>
<td>61%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>89%</td>
<td>77%</td>
<td>72%</td>
<td>28%</td>
<td>60%</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>84%</td>
<td>63%</td>
<td>61%</td>
<td>29%</td>
<td>61%</td>
<td>68%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>86%</td>
<td>77%</td>
<td>77%</td>
<td>37%</td>
<td>55%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Table 3.4: What is time to degree for the four-year and six-year graduation rates of students in the program (compare to college and university rates)?

<table>
<thead>
<tr>
<th>Program</th>
<th>Four Year Graduation Rates (Program)</th>
<th>Four Year Graduation Rates (College)</th>
<th>Four Year Graduation Rates (University)</th>
<th>Six Year Graduation Rates (Program)</th>
<th>Six Year Graduation Rates (College)</th>
<th>Six Year Graduation Rates (University)</th>
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</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>4.85</td>
<td>4.98</td>
<td>4.94</td>
<td>3.53</td>
<td>4.35</td>
<td>4.12</td>
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<tr>
<td>2013-14</td>
<td>4.27</td>
<td>4.91</td>
<td>4.85</td>
<td>4.86</td>
<td>4.4</td>
<td>4</td>
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<tr>
<td>2014-15</td>
<td>4.59</td>
<td>5.31</td>
<td>5.38</td>
<td>3.72</td>
<td>4.4</td>
<td>4.06</td>
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<tr>
<td>2015-16</td>
<td>5.33</td>
<td>4.99</td>
<td>4.99</td>
<td>3.49</td>
<td>4.61</td>
<td>3.95</td>
</tr>
<tr>
<td>2016-17</td>
<td>4.79</td>
<td>4.04</td>
<td>3.8</td>
<td>3</td>
<td>3.81</td>
<td>2.54</td>
</tr>
</tbody>
</table>
Reflection on best Practices and future Improvements

All the above listed best practices and examples remain relevant and continue to meet with student needs and preferences. Our internship coordinators at BA and MA level are in regular contact and consultation with students. The department also has a regular faculty advisor on student IR journal. The journal has served as an outlet for publishing best papers and an important incentive for students to develop high quality research and writing.

Student demand for the major have stayed at approximately the same level. Enrollment figures over the five years since 2012 have been 309, 316, 353, 352, and 304. This generally stable trend contrasts with the declining trends at college and university levels. Although data for total amount of graduates at college level is not available, figures over spring and summer period show approximately 20% decline. A similar dynamics is observable at university level (Enrollment in Program PRIM MAJ-IR).

At the same time the department has considerably increased enrollment by international students. The rate of such increase since 2012 has risen from 15% in 2012 to 28% in 2017 (International Students). This progress is especially dramatic in comparison with generally stable rates of international enrollment at college and university level.

Our overall record in strengthening student skills is strong. The Program’s high failure courses are low level introduction to international relations and several electives (see Appendix D High Failure Classes IR). As students take more advanced classes in theory, they develop required skills for future progress in the Program.

The department is taking additional steps to improve student progress, achievement, and graduation. In particular, the department has recently hired three top faculty for very important positions on Europe, Social movements, and China. Each position was proposed in consultations with students and with their needs in mind. We continue to be on lookout for good internships and opportunities for student publishing and presentations at professional venues. Several faculty also utilize student research skills by hiring them as research assistants and developing joint projects with them.

3.3 The Curriculum

3.3.1 Undergraduate

Introduction to the BA Program

The International Relations BA major at San Francisco State University prepares students with the knowledge and critical skills to meet the challenges and opportunities of a rapidly changing world. IR draws from a variety of disciplines and methods to study global issues and the interactions of governments, global institutions and social movements worldwide.

The study of IR is concerned with relations across boundaries of nation-states. It addresses international political economy, global governance, intercultural relations, national and
ethnic identities, foreign policy analysis, development studies, environment, international security, diplomacy, terrorism, media, social movements and more. It is a multidisciplinary field that does not restrict students to one approach and employs a variety of methods including discourse analysis, statistics and comparative and historical analysis.

A globalized world calls for academics and professionals trained to comprehend these complex interactions - promoting understanding and crafting policy and business solutions to meet the challenges of today and the future. International Relations offers a comprehensive and adaptable toolkit particularly well suited to employment in a rapidly changing world.

The Department of IR offers a wide-range of courses that explore the interrelations of the world’s primary political institutions, nation-states. As the world is changing, so is the field of International Relations. Increasingly, International Relations at SF State also focuses on multinational corporations, international governmental and non-governmental organizations and social movements. Our curriculum is under constant review to reflect these global and regional trends.

Our students study specific countries and geographic regions and their interconnections through political treaties, trade, migration, cultural and ethnic affinities, shared social, economic, and ideological goals, hierarchies of power and wealth and other factors. We train students in different theoretical approaches and empower them to make their own methodological choices.

The Undergraduate Curriculum

The courses of study for the Bachelor of Arts in International Relations have three objectives:

1. to impart knowledge of basic concepts, theories and methods in international relations;
2. to develop in each student at least one area of special individual competence in international relations;
3. to train students in research, analytical and presentation/communication skills.

Liberal arts educational goals are emphasized but the program seeks also to develop marketable skills appropriate to the field. These include report writing, statistical and computer applications, public policy analysis, oral briefing techniques and audio-visual production.

Utilizing the extensive course offerings in the International Relations program and in other departments, students are able, on advisement, to develop individual areas of specialization within geographical, functional (e.g., international political economy), problem-oriented (e.g., arms control), theoretical/methodological and other categories.

Field work may also be part of an area of specialization. The emphasis upon elective courses of study requires that a student consult with an advisor every semester.
Course Requirements in the IR Major and Minor

The IR department offers both a major and minor in IR. In addition, the IR department is the administrative home to six SFSU minors: 1) African Studies, 2) European Studies, 3) Global Peace, Human Rights, and Justice Studies, 4) Latin American Studies, 5) Middle East and Islamic Studies and 6) South Asian Studies. For the additional six minors, IR faculty members are either a coordinator for the minor or a co-coordinator. The additional minors have approximately 39 students total. The additional minors are recruited through the IR webpage and advisors and webpages of related majors such as Political Science.

The IR department has approximately 320 IR undergraduate majors and 37 IR minors.

IR Major Requirements

The major in IR consists of 25 units of core required courses and 18 units of elective courses:

Core Required Courses: 25 Units

- IR 104: Introduction to World Affairs (3 Units)
- IR 308: Fundamentals of International Relations: Theories, Issues, and Perspectives (4 Units)
- IR 309GW: International Relations Analysis and Application-GWAR (4 Units)
- IR 310: U.S. Foreign Policy (4 Units)
- IR 312: Introduction to International Political Economy (4 Units)
- IR 550: Senior Thesis in IR (6 Units) (Culminating Experience)

Electives: 18 Units

In addition to the core requirements listed above, students complete 18 elective units. A minimum of 12 units must be taken inside the IR department (including cross-listed classes taken under an alternate prefix). Six (6) units may be taken in a related field of study with the approval of a department advisor.

IR Minor Requirements

The minor in IR consists of 12 units of core required courses and 8 units of elective courses:

Core Courses (12 Units)

- IR 308 Fundamentals of International Relations: Theories, Issues, and Perspectives (4 Units)
- IR 310 U.S. Foreign Policy (4 Units)
- IR 312 Introduction to International Political Economy (4 Units)

Electives (8 Units)
In addition to the core courses listed above, International Relations minors must complete eight (8) elective units. Electives must be taken in the IR department, including cross-listed courses taken under an alternate prefix.

**Elective and GE Courses**

The IR department offers a number of elective courses each semester both by IR faculty and also cross-listed courses in other departments. The courses below fulfill elective requirements for the International Relations major and minor, and 17 of the courses satisfy either upper-division General Education and/or SF State Studies requirements.

**Table 3.4 Electives and GE courses in the Major (in-house and cross-listed courses)**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Units</th>
<th>GE</th>
<th>SF State Studies</th>
<th>Cross-listed with</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR 305</td>
<td>Hi-Tech and Foreign Policy</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR 306</td>
<td>U.S.-Central American Relations</td>
<td>4</td>
<td>GP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR 314</td>
<td>Post Modernism in International Relations</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR 315</td>
<td>Introduction to Global Peace Studies</td>
<td>3</td>
<td>UD-C</td>
<td>ES, GP, SJ</td>
<td>GPS 315, PHIL 315</td>
</tr>
<tr>
<td>IR 321</td>
<td>Development and Foreign Policy—Africa</td>
<td>4</td>
<td></td>
<td>PLSI 321</td>
<td></td>
</tr>
<tr>
<td>IR 322</td>
<td>Latin American Policy Analysis</td>
<td>4</td>
<td>UD-D</td>
<td>GP</td>
<td>PLSI 322</td>
</tr>
<tr>
<td>IR 323</td>
<td>The Persian Gulf in International Relations</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IR 324</td>
<td>Middle East and North Africa in International Relations</td>
<td>4</td>
<td>UD-D</td>
<td>ES, GP</td>
<td>PLSI 325</td>
</tr>
<tr>
<td>IR 325</td>
<td>Chinese Foreign Policy</td>
<td>4</td>
<td></td>
<td>PLSI 325</td>
<td></td>
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<tr>
<td>IR 326</td>
<td>South and Southeast Asia Foreign Relations</td>
<td>4</td>
<td></td>
<td>GP</td>
<td></td>
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<tr>
<td>IR 327</td>
<td>Europe: Forming a More Perfect Union</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>Course ID</td>
<td>Title</td>
<td>Units</td>
<td>GE</td>
<td>SF State Studies</td>
<td>Cross-listed with</td>
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<tr>
<td>I R 328</td>
<td>Domestic and Foreign Policy: Post-Communist Regions</td>
<td>4</td>
<td></td>
<td></td>
<td>PLSI 328</td>
</tr>
<tr>
<td>I R 329</td>
<td>U.S.-Japan Politics</td>
<td>4</td>
<td></td>
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<td>PLSI 329</td>
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<tr>
<td>I R 330</td>
<td>World Law</td>
<td>4</td>
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<td>I R 331</td>
<td>Global Environmental Crisis</td>
<td>4</td>
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<td>ES, GP, SJ</td>
<td>ENVS 331</td>
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<td>I R 332</td>
<td>International Criminal Law</td>
<td>4</td>
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<td>C J 505</td>
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<tr>
<td>I R 334</td>
<td>International Organizations: New World Order</td>
<td>4</td>
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<tr>
<td>I R 335</td>
<td>Muslim Societies in Transnational Perspective</td>
<td>4</td>
<td>UD-D</td>
<td>AERM, GP</td>
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<tr>
<td>I R 336</td>
<td>Politics of Globalization</td>
<td>4</td>
<td>UD-D</td>
<td>GP</td>
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<tr>
<td>I R 337</td>
<td>Introduction to European Union</td>
<td>4</td>
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<td>I R 341</td>
<td>Comparative Criminal Justice</td>
<td>4</td>
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<td>C J 340</td>
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<td>I R 342</td>
<td>Strategy and War</td>
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<td>I R 346</td>
<td>Recent European History</td>
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<td>HIST 346</td>
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<td>I R 360</td>
<td>Intelligence and Intelligence Agencies</td>
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<tr>
<td>I R 361</td>
<td>Terrorism and Covert Political Warfare</td>
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<td>C J 461</td>
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<td>I R 362</td>
<td>Domestic &amp; Transnational Sources of US Foreign Policy</td>
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<td></td>
<td></td>
<td>PLSI 362</td>
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<tr>
<td>I R 372</td>
<td>Critical Political Theory</td>
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<td>PLSI 372, HUM 372</td>
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<tr>
<td>I R 404</td>
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<td>4</td>
<td>UD-D</td>
<td>GP</td>
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<td>Course ID</td>
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<td>SF State Studies</td>
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</tr>
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<td>-----------</td>
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<td>I R 407</td>
<td>Politics of Russia</td>
<td>4</td>
<td></td>
<td></td>
<td>PLSI 407</td>
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<tr>
<td>I R 409</td>
<td>Russia and World Order</td>
<td>4</td>
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<td>PLSI 409</td>
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<td>UD-D</td>
<td>GP</td>
<td>PLSI 411</td>
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<td>GP</td>
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<td>I R 413</td>
<td>Media Chinese</td>
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<td>GP</td>
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<td>CHIN 411, JOUR 411</td>
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<td>Ethnicity and Nationalism</td>
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<td>UD-D</td>
<td>GP</td>
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<td>I R 417</td>
<td>Gender, Equality, and Politics: A Comparative Perspective</td>
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<td>PLSI 417</td>
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<td>Social Movements</td>
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<td>Israeli Democracy: Politics, Institutions, and Society</td>
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<td>GP</td>
<td>JS 430, PLSI 430</td>
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<td>I R 432</td>
<td>Model United Nations</td>
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<td>I R 435</td>
<td>Politics of Global Finance and Crisis</td>
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<td>PLSI 435, FIN 435</td>
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<td>I R 445</td>
<td>Geopolitics and Globalization</td>
<td>3</td>
<td>UD-D</td>
<td></td>
<td>GEOG 445</td>
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<tr>
<td>I R 446</td>
<td>The Multinational Corporation in World Affairs</td>
<td>4</td>
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<tr>
<td>Course ID</td>
<td>Title</td>
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<td>GE</td>
<td>SF State Studies</td>
<td>Cross-listed with</td>
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<tr>
<td>-----------</td>
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<tr>
<td>IR 450</td>
<td>International Labor</td>
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<td>LABR 550</td>
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<td>International Media Politics</td>
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<td>JOUR 452</td>
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<td>IR 453</td>
<td>Women and Media in International Relations</td>
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<td></td>
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<td>IR 460</td>
<td>Rising Powers</td>
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<td>IR 520</td>
<td>Globalization and Development</td>
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<td>IR 530</td>
<td>The Arab-Israeli Conflict</td>
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<td>UD-D</td>
<td>GP</td>
<td>JS 560</td>
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<td>IR 540</td>
<td>The Rich and the Poor Nations</td>
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<td>IR 544</td>
<td>Women in the World</td>
<td>4</td>
<td>UD-D</td>
<td>GP, SJ</td>
<td>PLSI 544</td>
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<td>IR 601</td>
<td>Lectures on Contemporary Global Issues</td>
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<td>IR 604</td>
<td>Analysis of Global Issues</td>
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<td>IR 632</td>
<td>Regional Economic Communities</td>
<td>4</td>
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<tr>
<td>IR 635</td>
<td>Economics of Globalization</td>
<td>3</td>
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<td>ECON 635</td>
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<tr>
<td>IR 640</td>
<td>Field Study in International Relations</td>
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<tr>
<td>IR 685</td>
<td>Projects in the Teaching of I R</td>
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<tr>
<td>IR 699</td>
<td>Independent Study</td>
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</tbody>
</table>

**GE Courses and the CSU Student Success in the Major Grant**

Last year, the IR department received a CSU Student Success in the Major grant to evaluate our undergraduate curriculum to decrease student time to graduation. One of several
outcomes of the self-reflection and curriculum evaluation resulting from the grant was to increase GE course offerings. After reviewing our course offerings, we realized that when the university changed the way that GE courses were evaluated and reviewed, our department had not re-submitted the majority of our GE courses for approval. We wanted to rectify this problem and offered faculty incentives to revise existing courses into GE courses, and to propose new elective course to meet GE requirements.

As a result of the grant, the IR department added six additional GE courses to our elective offerings and four are currently proposed and in the proposal evaluation pipeline for next year. As a result of this grant and faculty curriculum planning, we now have an abundance of GE courses to offer to our BA major and minor students as well as to students outside of the IR department. This will increase graduation rates and assure more students can use existing departmental electives as upper division GE. It also exposes non-majors to the IR department and will likely increase major and minor students over the next couple of years.

In addition to facilitating faster graduation for IR majors and minors, IR GE offerings serve a broad, SFSU community and integrate global perspectives in the undergraduate curriculum for a wide-variety of majors. IR is uniquely situated to provide global understanding that is critical for SFSU undergraduates both in the increasingly globalized job market and as lifelong learners and global citizens in a complex and fast-changing world. It is also a good way to recruit into the IR major and minor.

The courses below showcase GE courses offered by IR faculty in the IR department. They do not include cross-listed courses.

**Table 3.5 GE Courses offered by the IR Department**

<table>
<thead>
<tr>
<th>What courses does the program offer in the general education curriculum?</th>
<th>Course Title</th>
<th>What GE areas do the courses meet?</th>
<th>What GE courses were added in the past two years?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR 104</td>
<td>Intro to World Politics</td>
<td>GE D1, Environmental Sustainability, Global Perspectives, Social Justice</td>
<td>**</td>
</tr>
<tr>
<td>IR 306</td>
<td>U.S.-Central American Relations</td>
<td>Global Perspectives</td>
<td>**</td>
</tr>
<tr>
<td>IR 310</td>
<td>US Foreign Policy</td>
<td>UD-D, Global Perspectives, American Ethnic,</td>
<td>**</td>
</tr>
<tr>
<td>Course Title</td>
<td>What GE areas do the courses meet?</td>
<td>What GE courses were added in the past two years?</td>
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<td></td>
</tr>
<tr>
<td>I R 322</td>
<td>Latin American Policy Analysis</td>
<td>UD-D, Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>I R 324</td>
<td>Middle East and North Africa in International Relations</td>
<td>UD-D, Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>I R 326</td>
<td>South and Southeast Asia Foreign Relations</td>
<td>Global Perspectives</td>
<td></td>
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<tr>
<td>I R 335</td>
<td>Muslim Societies in Transnational Perspective</td>
<td>UD-D, Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>I R 336</td>
<td>Politics of Globalization</td>
<td>UD-D, Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>I R 407</td>
<td>Politics of Russia</td>
<td>UD-D, Global Perspectives</td>
<td></td>
</tr>
<tr>
<td>I R 436</td>
<td>Human Rights in a Global Perspective</td>
<td>UD-C, Global Perspectives, Social Justice</td>
<td></td>
</tr>
<tr>
<td>I R 452</td>
<td>International Media Politics</td>
<td>Social Justice</td>
<td></td>
</tr>
<tr>
<td>I R 544</td>
<td>Women in the World</td>
<td>UD-D, Global Perspectives, Social Justice</td>
<td></td>
</tr>
</tbody>
</table>
The above data shows that the IR department offers considerable opportunity for students to meet SFSU GE requirements while also fulfilling IR major and minor requirements.

**Course Enrollments and Scheduling for Required Courses**

The IR department offers all of the IR major and minor required courses as 2 or 3 sections each semester on a year-round basis. For the past three years, all except one of the IR core courses were offered during the Summer. During the academic year, at least 2-3 sections of all core courses are offered and increasingly it is rare to find students who could not find a seat in a required core course. With the increased Summer core offerings, the IR department undergraduate students have multiple opportunities to meet the major and minor requirements in a timely manner.

In 2012, the IR department began to offer IR 310 online at the initiative of Dr. Skonieczny. Since that time, the IR department offerings of some core required courses online has increased and now a few options are available to students each semester. This improves accessibility for students who need IR core classes but are not on campus for the semester or due to work schedules may not be able to take courses during regularly scheduled hours. Increasing online offerings in the future will allow more students access to the IR major especially as housing prices continue to adversely impact students at SFSU. It is necessary to streamline the process of online course review to assure the quality and effectiveness of course content, as well as the breadth of courses offered.

In the table below, the data shows enrollment totals over the past two years for core courses. * indicates at least one section online.

**Table 3.6. Identify how often, when, and where required courses are offered, including GWAR courses.**

<table>
<thead>
<tr>
<th>Core Course</th>
<th>How often?</th>
<th>When (Semester)?</th>
<th>Enrollments for the last 2 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR 104 *</td>
<td>4 sections per semester, 1 in summer</td>
<td>All sessions (F, S, Su)</td>
<td>925</td>
</tr>
<tr>
<td>IR 308*</td>
<td>2 sections per semester, 1 in summer</td>
<td>All sessions</td>
<td>318</td>
</tr>
<tr>
<td>IR 309 * GWAR</td>
<td>3 sections per semester, 1 in summer</td>
<td>All sessions</td>
<td>257</td>
</tr>
<tr>
<td>IR 310*</td>
<td>2 sections per</td>
<td>All sessions</td>
<td>337</td>
</tr>
</tbody>
</table>
Looking at data from the last two years, the IR department offered a total of between 57-67 classes per year with an average class size of between 20-23 students. This demonstrates a robust and accessible course schedule with a wide-variety of time slots, days of the week and daytime/evening sections to choose from for students. It also reflects a shared teaching responsibility of faculty for both core and elective offerings.

The IR department offers multiple GE courses every semester including summer. Given that IR 104 and IR 310 are both core required courses and are also GE courses, multiple sections of these two courses are offered year round. IR 104 Intro to World Politics satisfies UG-D1 and SF Studies Environmental Sustainability, Global Perspectives and Social Justice. Four sections of this course is offered each semester in Fall and Spring and one section in the Summer. At least one online section of the course is offered each session year round. This means nine sections of IR 104 are offered to the SFSU undergraduate community each year. IR 310 US Foreign Policy satisfies UD-D and SF Studies Global Perspectives, American Ethnic and Racial Minorities and Social Justice. This course is offered as two sections each semester and as an online section in the summer session.

The IR department currently does not require any courses for the major or minor that are offered by other departments. The department does accept courses from other departments but these courses are not required.

### Course Offerings and Current and Future Directions of the Discipline

This past year, the IR department hired a new faculty member in the field of Social Movements and Human Rights. This was the department’s first new hire since 2014. The recession and subsequent hiring freezes negatively impacted the IR department’s ability to offer new courses and to compete with the constantly changing demands of the international relations field. In fact, between 2008 and 2014, no new faculty were hired. New faculty are critical for the growth and future of the IR department. With the hiring of Dr. Anthony Panke in 2017, the IR department has already benefitted with several new elective and GE courses.
designed and proposed by Dr. Panke such as a course in Human Rights and one called Contentious Politics.

This year, we hired a new faculty member to fill a gap in the department in the area of China. She is scheduled to start in the Fall of 2018.

In addition to new courses developed by new hires in the department, the IR department developed a current topics course, IR 604, which can be offered on current research subjects of the IR faculty. This course has been used to teach new courses in response to current events or current research projects of faculty. The course was offered during the 2016-2017 academic year in both Fall and Spring with 21 students enrolled. This allows the department to be more responsive to current events, demands of students and to initiate innovated course ideas on an ad hoc basis. For example, Dr. Darling offered a course on media and gender.

In addition to new or revised courses, nearly all IR courses contend with current events and foreign policy issues on a regular basis. This keeps IR course offerings fresh and responsive to the news and provides undergraduates with the most current and up-to-date research in the field.

Pathways to Graduation and Student advising

The IR department’s average time to graduation over the past three years is 4.73 years. This data measures the amount of time from enrollment at SFSU to completed degree. The IR department has taken measures over the past two years to improve advising and to communicate to student course sequencing, summer offerings and improved advising on SFSU GE requirements to improve time to graduation. Our aim is to work hard to decrease time to graduation as well as prepare our students for life after college.

Table 3.7 Time to Graduation

<table>
<thead>
<tr>
<th>College Year</th>
<th># Degrees Awarded</th>
<th>Average Time to Degree</th>
<th>Average Units Earned</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-2014</td>
<td>89</td>
<td>4.27</td>
<td>131.73</td>
<td>3.05</td>
</tr>
<tr>
<td>2016-2017</td>
<td>112</td>
<td>5.33</td>
<td>132.43</td>
<td>3.18</td>
</tr>
</tbody>
</table>

The majority of students in the IR department are transfer students from community colleges who have fulfilled the introductory course requirement IR 104. Advising is key to facilitating graduation for incoming transfer students, to guide students through a two-year sequence of
core and elective classes. Over the past two years, the IR department has significantly improved undergraduate advising by clarifying our department website complete with GE offerings, an advising plan and faculty education regarding SFSU changes in undergraduate GE requirements. Our transfer student roadmap can be found online at:

http://bulletin.sfsu.edu/colleges/liberal-creative-arts/international-relations/ba-international-relations/adt-roadmap/

The online materials are complemented or reinforced by mandatory advising meetings every fall and spring, via an advising hold on their student record. Students are required to meet with a faculty member to discuss pathways to graduation and to develop a semester by semester plan to complete the major and minor requirements. Students are not allowed to register for classes until advising holds are removed.

Advising sessions are also critical for core course sequencing. The IR department requires that core classes be completed in a sequence such that courses progressively move students through greater mastery of the IR discipline. Core classes are designed to build upon one another and over the past five years greater alignment among faculty now means that pre-requisites are enforced and courses such as IR 308 must be taken before IR 309GWAR before IR 550. Advising has been key and effective in ensuring that stricter pre-requisite polices does not hurt time to graduation rates.

**High Impact Practices in the IR Department**

In addition to student advising, the IR department undergraduate curriculum consistently implements high-impact teaching practices known to increase student engagement, motivation in college, ability to overcome challenges, and persistence in completing the BA degree. The Association for American Colleges and Universities (AACU) recognizes that teaching practices have an impact on student persistence to degree and that some teaching practices are more effective than others. As students are diverse in their abilities, motivation, and preparedness for college level studies, meeting their needs is among the great challenges of the 21st century. The following high-impact teaching practices are integrated throughout the IR undergraduate curriculum.

**Diversity and Global Learning**

Teaching students to understand and appreciate diversity and global perspectives is a high-impact practice as it focuses largely on the human experience, personal values and attitudes, and the regard individuals have for each other. Such instruction also has a practical aspect; as technologies, economics and political developments have increased the interactions between diverse cultures in the 21st century, colleges and universities must prepare students to live and work in global communities.

The IR undergraduate curriculum integrates the objectives of diversity and global learning into all undergraduate courses with the aim:
1. To recognize and validate diverse experiences and perspectives
2. To improve one’s understanding of diverse cultures
3. To improve one’s ability to work well with others
4. To foster a deeper and broader commitment to collaborate to solve global problems
5. To expand the inclusiveness of marginalized populations in public-policy setting
6. To improve access of marginalized populations to resources and opportunities

The IR department prides itself on being one of the most diverse communities on campus. Being part of the IR department is “living” International Relations. The diversity of the IR faculty in academic specializations, as well as in national origin, ethnicity, gender and religion reflects the diversity of academia and the world. The IR classroom also reflects the diversity of the material that is studied. The students come from all over the world from all backgrounds and persuasions. By teaching IR in the context of a truly “IR” classroom, what might appear to be abstract is made real of living experiences of the shared community.

**Collaborative Assignments and Projects**

The Association for American Colleges and Universities asserts there are two main goals for collaborative assignments and projects: 1) to improve one’s understanding by way of listening to diverse perspectives; and, 2) to improve the way one works with others.

Collaborative assignments and projects are more likely to result in positive learning experiences when topic are relevant and issues are current, when there exists a clear structure to the process and clear tasks associated with the project, and when students have an opportunity to reflect upon what contributed to their understanding of how to work well with others.

Collaborative assignments and projects are a frequent high-impact teaching practice in the IR department. IR classes regularly use collaborative assignments such as role-play simulations, group writing and presentation assignments, interactives councils and public writing. In IR 104 Intro to World Politics, for example, Dr. Fiene, assigns students to participate in an online simulation on international relations ([https://www.statecraftsims.com/international-relations-simulation](https://www.statecraftsims.com/international-relations-simulation)). In IR 362 Domestic Sources of Foreign Policy, Dr. Skonieczny, custom designs a seven-week role play simulation where students work together to achieve different, competing interests in a foreign policy situation. Annually, the IR department offers either Model UN, Model EU or Model Arab League for course credit for students to role play policy-makers working to solve a global issue with other students from around the United States and California. These are just a few of many examples of IR courses that integrate collaborative assignments and projects into the curriculum.

The IR department is a leader in providing students with active-learning opportunities that are proven to improve collaboration skills critical for 21st century employment.
Undergraduate Research and the IR Department Capstone Course

The IR department is a leader on campus in providing undergraduate research opportunities to all students regardless of GPA. The IR department is the only department that requires a 45-60 page Senior Thesis of all of its undergraduate majors. This is a core, required course and while challenging, has demonstrated results in preparing students for employment, graduate studies and life-skills.

Undergraduate research immerses students in activities that stimulate inquiry, engage students in field or practical work, and magnify the relevance and potential applications of their studies. When conducted with professors, undergraduate research provides students with role-modeling that helps students understand the habits and thought process of scholars and those in the field, helps students learn how and when to take risks, and improves student confidence with skills. Undergraduate research has also been linked to improvements in student’s confidence level, persistence to degree, and interest in pursuing graduate degrees.

Scholars have identified several essential features of effective undergraduate research:

1. Student participate in the design of the research
2. Students enjoy independent work time apart from professor
3. Student use reproducible techniques
4. Student have the opportunity for oral and written communication about findings and experiences
5. Students read scientific literature related to project
6. Establish a meaningful research question
7. Students participate in conferences and meeting related research
8. Students earn credit or pay for their work

The IR department incorporates all of the above features in its IR 550 Senior Thesis course. Students are given the opportunity to choose an IR topic and develop it into an engaging and compelling thesis over the course of several drafts and two significant research presentations. Academic research has shown that capstone experiences provide opportunities for students to synthesize a broad spectrum of knowledge and skill, and to articulate themselves in ways that compel them to demonstrate competence in each area of learning that is germane to a given program. Moreover, given that all students participate in the IR 550 Senior Thesis course, the core curriculum must provide foundations for all students to achieve success in this final cumulating experience. This final capstone course elevates all of the IR curriculum.

In addition to the Senior Thesis, the IR department provides additional opportunities for undergraduate research. The IR department publishes its own IR journal of undergraduate and graduate work each year (https://internationalrelations.sfsu.edu/international-relations-
The IR Journal is the result of a collaborative student effort to contribute to the literature in the field of International Relations. The IR journal provides opportunities for students as editors and writers and the IR department publishes the journal online. Students are thus able to revise work written from GWAR courses, IR electives and graduate courses to meet the standards of the journal and to further revise their work for publication. The IR journal is also a course for credit offered each spring. Undergraduates can earn up to four units of elective credit for participating in the IR journal.

Due to the focus of undergraduate research in the department, IR undergraduate majors are successful in participating in additional venues such as academic conferences like the International Studies Association conferences and the SFSU Undergraduate Research Showcase. Each year several IR undergraduate majors present their research in these and other prestigious venues.

**GWAR and Writing across the Discipline**

The IR 309 GWAR course is designed to prepare students to succeed in the IR 550 Senior Thesis course as well as meet the SFSU GWAR requirement by introducing students to academic research and writing in the field of IR. Each semester the department offers 2-3 sections of GWAR to meet the demand of the core course limited to 25 students.

In 2011, the IR department conducted a review of GWAR and compared writing in IR 309 to IR 550 the Senior Capstone class. IR 309 typically requires a 20-25 pages long paper that sustains an argument related to international relations issues, and presents relevant theory and data. IR 550 papers are 45-60 pages of original research papers that comparatively addresses an international relations topic through literature review, cases and analysis. The aim of the IR review was to determine whether student writing improved as students progressed through the program and whether the GWAR course provides adequate preparation for student writing, as reflected in capstone senior seminar. In March 2011, a total of 13 students from Spring 2009, and Fall and Spring 2010 semesters were randomly selected and their papers were anonymously reviewed by the committee members.

Findings from the 2011 review of GWAR found significant improvement in student writing through participation in IR 309 (See Appendix E.) By comparing the performance of the same student in both courses, progress in writing was significant. Findings also concluded that students that continued on with the same topic improved more significantly and that more work needed to be done to explain the function of the literature review in IR writing. In all, GWAR appears to be achieving its university goal in the IR department.

In 2017, the Student Success in the Major grant provided another opportunity for curriculum reflection particularly focused on roadblocks to degree completion. The committee examined the IR 308-IR 309-IR 550 sequence to determine if changes should be made in regards to the sequencing of courses and the strict adherence to student pre-requisites to enforce the sequencing. Faculty determined that despite some anecdotal evidence that students delayed graduation while trying to complete this course sequencing, the majority of students appeared
to be timely towards graduation and that improved advising and increased frequency of course offerings including summer session meant that even students that needed to re-take GWAR still had opportunities to graduate on-time. Moreover, student writing improved with the core sequencing because faculty could rely on the foundations provided in earlier coursework prior to course enrollment.

In all, the GWAR requirement requires significant faculty resources and at various times has been evaluated by the curriculum committee to ensure that the amount of resources are justified by the student outcomes. The department has consistently found that GWAR improves student writing and is critical to student success in the IR capstone required course.

**Curriculum Revisions, Challenges and Next Steps**

The most significant improvements to the IR undergraduate curriculum came as a result of the Student Success in the Major Grant and the course offerings designed and implemented by our most recent IR faculty hire, Dr. Panke. The Student Success in the Major grant allowed for systematic reflection of the core, elective and GE course offerings. Despite lengthy discussion of core offerings, the committee ultimately concluded that no changes to the core curriculum should be made at this time. The suggestions regarding improvements targeted course offerings and the core course schedule. In particular, the committee recommended that the draft schedule go to the curriculum committee for final approval. This assures that the proper balance of core, elective and GE courses are offered at appropriate intervals and that the widest possible variety of courses be offered to students, including new courses.

The most significant challenge facing the department continues to be faculty loss due to administrative promotion, retirements, resignations, and FERP without replacements. Particularly during the recession, only one new faculty was hired while four full-time, tenured faculty were lost. With a recent hire last year and this year, improvements have been made but with pending retirements of three current faculty, tenure-track positions will be critical to the future of the IR department.

**Conclusion**

The IR department’s undergraduate curriculum is a flagship representative of the mission of SFSU which states, “From the heart of a diverse community, San Francisco State University honors roots, stimulates intellectual and personal development, promotes equity, and inspires the courage to lead, create, and innovate.” Reflecting the world in the classroom, the IR department excels in high impact teaching practices that prepare students for the wide-ranging opportunities that come with a liberal arts degree with a global focus. The curriculum reflects academic rigor, diversity of courses and breadth of expertise. The IR department will continue to excel and demonstrate excellence with continued and renewed resources and support of the LCA College and broader SFSU administration. The IR department is a critical component of undergraduate education at SFSU and, upon reflection, will continue to
grow and change in response to the needs of SFSU students and the demands of global society.

3.3.2. Graduate
Introduction to the IR MA Program

The International Relations M.A. graduate program aims to prepare graduate students to enter a competitive workforce in government, business, and non-profits, or to pursue advanced graduate training leading to a Ph.D. in the International Relations field. The International Relations Department at SFSU, one of the oldest IR programs in the nation, trains graduate students who possess strong analytical skills through a theoretical foundation grounded in an interdisciplinary approach to international affairs.

The Master’s degree program is focused on training our students to be professionals who work in the field of international relations, including government service, the non-profit sector, and international organizations. Our curriculum emphasizes the coordination of theory and data. Many courses in the curriculum study specific areas of the world from diverse theoretical, historical, and contemporary perspectives, emphasizing the dynamic interaction between IR theory and foreign policy, political economy and international security, non-state and transnational actors. Seminar instruction emphasizes knowledge of core International Relations concepts and theories as well as thematic issues, including but not limited to international migration, globalization, international security, global governance, and human rights.

There are two tracks for graduate students: an academic track, where the culminating experience is a thesis, and a professional track where students undertake an internship experience that culminates in a research paper. For graduate students choosing the professional emphasis, the Department provides resources toward internship opportunities and supervises the preparation of an academic paper based on their internship experiences.

Upon graduation, IR students will have achieved mastery of core International Relations concepts, theories, and methods, and will have one or more areas of special competence. Graduate students are trained to critically engage regional and international dynamics, in a wide variety of classes many of which emphasize gender, environmental studies and human security as pertinent global themes. The M.A. Program builds future leaders who are able to seek innovative solutions to the most pressing problems in international relations through a curriculum that emphasizes creativity, cross-cultural understanding and critical thinking. Equipped with research, analysis, presentation, communication and professional skills, including report writing, data analysis, public policy analysis, oral briefing and audio-visual production techniques, our M.A. student graduate ready for the next step in their careers.

Graduate Program Curriculum

The International Relations M.A. Program is designed as a two-year degree that requires 33 units for completion, including the culminating experience units. Students are admitted in the
Fall semester as a cohort and enroll in same core requirements to establish the foundation of their international relations academic training during the first year.

**Core Requirements (18 units)**

- IR 720 Theory and Approaches in International Relations, 3 units
- IR 725 The Analysis of Foreign Policy, 3 units
- IR 728 International Political Economy, 3 units
- IR 730 – IR 739 The International System and Its Problems (select 1 course), 3 units
- IR 740 – IR 749 Comparative Foreign Policies (select 1 course), 3 units
- IR 730 – IR 749 Elective (select 1 course), 3 units

During their second year and upon consultation with the Graduate Coordinator, students may select whether they would like to proceed to the academic or professional emphasis. The main differences between the two tracks are an additional method and data analysis course for the Academic emphasis, and the internship requirement for the Professional emphasis. All students are expected to take elective courses and complete the same methods and thesis selection course to help facilitate their respective culminating experience papers. At the end of their degree, Academic track students are expected to produce a Thesis (75-100 pages) and Professional track students undertake an internship experience (minimum 140 hours) and write an internship paper (45-60 pages) to meet the University’s CE requirements.

**Academic Emphasis (15 units)**

- IR 750 Methods and Thesis Selection in International Relations, 3 units
- IR 751 or equivalent Alternative Research Methods in International Relations, 3-4 units
- Electives Coursework in International Relations or related disciplines, 6 units
- IR 898 Master’s Thesis, 3 units

**Professional Emphasis (15 units)**

- Electives: Thematic combination of courses in fields of inquiry and training, such as Public Administration; International Business, Management or Finance; International Development; International Environmental Studies; or other fields related to international careers. Approval of graduate advisor required, 9 units
- IR 750 Methods and Thesis Selection in International Relations, 3 units
- IR 892 Graduate Internship in International Relations 3, units

The IR M.A. program is supervised by the Graduate Coordinator and members of the Graduate Committee. With a good selection of courses and strong graduation rates, the IR
MA program has consistently met and exceeded University Standards thanks to the dedication of its faculty and graduate students. Below are the highlights of IR M.A. Program structure:

<table>
<thead>
<tr>
<th>Program requirements</th>
<th>University standards</th>
<th>Department Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of course offerings</td>
<td>Minimum two each semester</td>
<td><strong>Minimum 4 courses each semester; 2 core courses, 2-3 elective courses</strong></td>
</tr>
<tr>
<td>Frequency of Course offerings</td>
<td>Courses required for graduation should be offered every two years</td>
<td>Courses required for graduation are offered <strong>every year</strong>, electives are offered every two years</td>
</tr>
<tr>
<td>Path to Graduation</td>
<td>Offer paths to graduation to facilitate graduation within 5 years</td>
<td>Offer paths to graduation for professional and academic options to facilitate graduation <strong>within 2-3 years</strong></td>
</tr>
<tr>
<td>Graduate Approved Program</td>
<td>50% of courses should be graduate level, 20% paired classes, 30% undergraduate</td>
<td><strong>70% graduate classes</strong>, only 8 undergrad units allowed in 33 unit program.</td>
</tr>
<tr>
<td>Class size</td>
<td>Average class size should be 8-30 students, seminars should be 5-15 students</td>
<td>Graduate classes are capped at 20 and typically have <strong>5-15 students</strong></td>
</tr>
<tr>
<td>Number of graduates</td>
<td>Average per year per 5 year period should be 5.</td>
<td>Average graduation per year per 5 year period (2011-2016) is <strong>13 students.</strong></td>
</tr>
<tr>
<td>Faculty requirements</td>
<td>Each program should have two tenure-track faculty and one</td>
<td>IR program has <strong>11 tenured/tenure track faculty</strong> and faculty</td>
</tr>
</tbody>
</table>
take turns as a graduate coordinator for 3 years. 3 faculty serve annually on the Graduate Curriculum Committee.

Graduate Admissions

The M.A. program in International Relations is a competitive program that accepts online applications through the CSU Webadmit system. IR department requirements for graduate applications are on par with University requirements as the IR department requires a high minimum GPA, transcripts, three letters of recommendation, a long writing sample, and a statement of purpose. TOEFL is required for international applicants and GRE results are recommended, but not required, for the Master’s application in order to facilitate applications from under-represented student groups.

<table>
<thead>
<tr>
<th>Admission Standards</th>
<th>University standard</th>
<th>IR Department requirements</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Prior Academic success</td>
<td>GPA 3.0 or above</td>
<td>GPA of at least 3.3 (out of 4.0) in the last 60 units of undergraduate study.</td>
<td>Meets and exceeds university standards</td>
</tr>
<tr>
<td>Evidence of Competent Writing</td>
<td>Writing sample</td>
<td>A research paper in English on a social science topic (1,500 to 9,000 words) or a short essay (1,500 words or less) on an international issue with adequate citations.</td>
<td>Meets and exceeds university standards</td>
</tr>
<tr>
<td>English preparation for non-native speakers</td>
<td>79-80 on the Test of English as a Foreign Language (TOEFL)</td>
<td>79-80 on the Test of English as a Foreign Language (TOEFL)</td>
<td>Meets university standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A personal statement offering reasons for</td>
<td>Exceeds University</td>
</tr>
</tbody>
</table>

Graduate coordinator.
embarking on graduate study in international relations (1,000 words) 

Standards 

3 recommendation letters, two should be from former academic instructors. 

Exceeds University Standards 

Unofficial transcript 

Graduate applications are reviewed on a rolling basis by the Graduate Coordinator and members of the Graduate Committee (two full-time tenured/tenure track IR faculty members.) The IR M.A. program receives about 30-40 applicants each year and typically has a 13- to 15- student incoming cohort. IR program applicants represent an interdisciplinary background, from fields such as psychology, media studies, political science, international relations, business and humanities. A quarter of the admissions are international students from a variety of countries such as South Korea, Turkey, China, Brazil, Mexico, Thailand and Qatar. The International and interdisciplinary nature of the faculty enable both students from other fields and foreign students to make a smooth academic transition to International Relations. 

Table 3.8 International Relations Graduate Program Overview 

<table>
<thead>
<tr>
<th>Program</th>
<th>Applicant</th>
<th>Admitted</th>
<th>Enrolled</th>
<th>% of students admitted</th>
<th>% of students who actually enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>37</td>
<td>30</td>
<td>13</td>
<td>81.1%</td>
<td>43.3%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>33</td>
<td>25</td>
<td>12</td>
<td>75.8%</td>
<td>48.0%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>39</td>
<td>28</td>
<td>11</td>
<td>71.8%</td>
<td>39.3%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>35</td>
<td>23</td>
<td>12</td>
<td>65.7%</td>
<td>52.2%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>41</td>
<td>27</td>
<td>14</td>
<td>65.9%</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

In spite of declining numbers of applications in the College and University, the IR department has been able to maintain a steady stream of applicants over the last five years (an average of 37 students). The international relations identity of the department is in line with global trends in the teaching of international relations as a field, and students who pursue careers with an international component are attracted to the program as a good fit.
Historically, the IR program has a strong record of academic placement in doctoral programs (see Graduate Accomplishments). The innovative internship track appeals to student who would like to get experience working for international organizations, non-profits or government agencies, particularly consulates. The department actively promotes the program through participation in graduate fairs, and sends annual newsletters to Consulates in the Bay area. Three to four of the applicants each year are alumni of the IR undergraduate program who would like to attain a higher degree while they are employed in the Bay area.

The International Relations program is proud to offer a quality education to an underserved population, allowing alumni to go on to careers in academia, diplomacy, and less traditional international fields. This has required constantly being attuned to our applicant base and finding creative ways to attract and retain students. We offer admission on average to 59 percent of our applicants but only an average 47 percent enroll, primarily due to lack of funding resources. The after-effects of the 2008 recession combined with the rising housing costs in San Francisco and the Bay Area have affected our potential students. Our program is clearly cost-effective when compared to other IR programs in the region. However, the costs of living in the Bay area and the absence of graduate scholarships at the University level discourage applicants. We routinely field inquiries from quality prospective applicants who ultimately decide not to apply, or are not able to accept our admission offers, once they learn that the University offers little financial support and no teaching/research fellowships for graduate students. Even the Provost Fellowship, which has helped us attract and retain out-of-state students by offering them in-state tuition, has been available only sporadically in recent years. The value of scholarships in attracting high-caliber students is evidenced in this year’s Distinguished Graduate: Amanda Boughner is an Oregon resident who studied her first year on a Provost’s scholarship and her second, on a Graduate Equity fellowship. Scholarships allow us to attract students and allow them to excel.

The U.S. economy has recovered unevenly from the 2008 recession and our applicant base has been among the least-favored segments of the population. While wealthier demographic groups tend to choose graduate school as a shelter during a recession, our students are shut out, especially because we have few scholarships and no stipends to offer. We participated in Graduate Studies recruitment efforts, but we need resources to get our message out. We offer a program that is more suitable for many prospective students than those at private universities, but private schools have bigger megaphones and deeper pockets.

In spite of these challenges, our application numbers are steady and recent changes in the application system are promising. As noted above, despite lower overall numbers of applicants at the University, the program has attracted a sufficient cohort to offer all core courses annually.

Graduate Program Initiatives

To respond to application trends, we are taking steps to make our program more attractive by enhancing a respected reputation with new, distinctive attributes. We have launched a Study
Abroad program with the respected International Relations graduate school at Pavia University, Italy, and we are working to find more partners in other countries. Students tell us that they value the international character of our program and we are working to bring more students from abroad and to enhance the international experiences that our students bring to their learning. When we launched the study abroad option, we posted information on social media sites concerned with studying in Italy, including a video interview with a faculty member who had studied at the partner university, an extremely labor-intensive initiative by one Graduate Committee member.

In 2018, following a call from Graduate Studies, the IR Graduate Program submitted a proposal to build a “blended” B.A. and M.A Program (See Appendix F). As a result, IR is one of five departments across the university selected as pilots for the program, which is similar to what is known as “Plus 1,” allowing undergraduates to take graduate courses while transitioning to the graduate program and earning an M.A. in less time than usual. The initiative enables select undergraduates in the IR department to apply to a blended program where they can take undergraduate and graduate courses concurrently, culminating in an M.A. degree upon graduation. Faculty have long encouraged talented undergraduates to “try out” graduate school by attending one graduate class and either counting it toward their degrees or holding it back to apply toward a graduate program later. It gives capable students the chance to experience a seminar in a program that offers only a limited number of undergraduate seminars. Graduate classes present an opportunity to mitigate the limitations that the university’s restricted state budgets and mission of educating a broad population with varied needs places on talented undergraduates. This initiative decreases costs of graduate study for underprivileged students and enables high achieving IR students to finish their M.A. degree in a shorter time framework. The initiation of the program in Fall 2018 is expected to increase the number of students in the IR Graduate Program.

Diverse Composition of IR Graduate Student Cohorts

As a result of the successful admission process, the International Relations M.A. program continues to field a graduate student body that is gender-balanced, international, and representative of the ethnic and racial diversity of the University.
The International Relations department is proud to provide students from under-represented groups and a variety of racial, ethnic and economic backgrounds an opportunity to pursue a graduate education. Graduate education in general, and living in the Bay Area in particular, are cost-prohibitive for a lot of students who juggle work and family obligations. While we are unable to offer scholarships, we are at least able to offer a cost-effective graduate degree opportunity to a number of students with strong academic and professional ambitions in the international relations field.
Time to Degree

The International Relations M.A. program fosters an environment where graduation is encouraged. The department has averaged 13 graduations per year, which is a solid rate for a program that admits 13-14 students annually. There have been fluctuations in the number of students that graduate in some years due to differential culminating experience completion rates and personal and financial challenges of the cohorts. However, as of 2017, we are graduating as many students as we admit. The department credits the advising efforts and the graduate orientations provided by the Graduate Coordinators for the rise in graduations over the last three years.

Source: Graduate Studies Database, 2018
Good graduation rates in the department indicates we are selecting students who can complete the program. We are proud to be able to satisfy the graduate education dreams of a substantial percentage of the applicants, not only by enrolling them but also by facilitating their graduation, providing graduate education to traditionally underserved populations.

While the degree is designed as a two-year/4 semester program, students typically prefer to utilize the grace semester (without the need to re-register) that comes with their enrollment in the culminating experience courses (IR 892 and IR 898). Given that our graduate students come from a variety of backgrounds, it is not uncommon for life difficulties, health issue and financial difficulties to slow down time to degree. The cost of housing in the Bay Area requires our students to either live further away or to work longer hours, hence taking fewer courses each semester. The Graduate Coordinators have been active in advising and consistently reached out to students who have taken leaves and encouraged returns to the Program. As a result, average time to degree has reached the desired level (four plus the grace semester) as of 2015.

![Average Time to Degree in Semesters](image.png)

Source: Graduate Studies Data, February 2018.

**Program Development and Assessment:**

The International Relations Program has conducted assessment of student learning goals in three separate reports (see Appendix G-2012, Appendix H-2014 and Appendix I-2017) with a specific focus on the assessment of the Culminating Experience writing component of its Graduate Program in International Relations. Approximately 40 Culminating Experience papers (Theses and Internship Papers) have been evaluated to date. In the light of these
assessments, the IR Department revised its mission statement and developed more specific student learning goals that reflected the areas of growth for the Program in Fall 2016.

Graduate Curriculum Committee has identified the following Graduate Student Learning Goals for the International Relations M.A. program:

• acquiring a good understanding of international relations theories and their applications in the world.
• examining the role of state and non-state actors on the global stage and critically approach contemporary schools of thought in International relations.
• developing skills and experience to engage in a variety of sectors: public, private, academic and nonprofit.
• generating research questions and systematically use theory and evidence to address these questions.
• conducting research using primary and secondary sources to deepen their understanding of a global issue.
• following the disciplinary conventions of writing and analysis in international relations.
• showing evidence of independent thinking, conceptual analysis and problem-solving abilities.
• cultivating knowledge in a program area in international relations such as international security, foreign policy, international migration, international development or regional studies.
• fostering an advanced understanding of international relations and important issues such as human rights, climate change and international conflict and be able to apply their knowledge to a specific topic.
• undertaking student internships and teaching engagements that generate knowledge and experience useful to the career goals of the graduate students.

These goals are distinct from, and more specific than, the department’s undergraduate learning goals, which aim to provide a general sense of competency in the international relations field. Graduate student learning goals are achieved through enrollment in core and elective courses that are taught seminar style and many of which require 20-25 page papers as final assignments. The reading components of graduate courses are generally double the amount of reading assignments expected at the undergraduate level and the syllabi reflect sophisticated and complex sets of books and articles. Class participation, debates and presentations in seminars reflect analysis and critical thinking skills of the graduate students.
The Culminating Experience papers reflect the crowning learning achievements of the students in knowledge, skills, experience, research and analysis in International Relations.

**Graduate Course Selection**

The IR department offers 4-5 graduate courses per semester, with core courses repeated every year and electives every two years to facilitate timely graduation. In response to student survey comments asking for greater diversity in courses, we examined our past schedules in 2017 and realized that we were offering some electives annually.

**Graduate Courses Offered in the Graduate Program: 2013-2018**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Core Courses</th>
<th>Electives 730</th>
<th>740</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2013</td>
<td>IR 720: Theory and Approaches in International Relations</td>
<td>IR 725: The Analysis of Foreign Policy&lt;br&gt;IR 738: Contemporary International Legal Issues</td>
<td></td>
<td>IR 751: Alternative Research Methods in International Relations</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>IR 728: International Political Economy</td>
<td>IR 750: Methods and Thesis Selection in IR&lt;br&gt;IR 734: International Migration</td>
<td></td>
<td>IR 742: Seminar on American Foreign Policy&lt;br&gt;IR 746: The Middle East</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>IR 720: Theory and Approaches in International Relations</td>
<td>IR 725: The Analysis of Foreign Policy&lt;br&gt;IR 735: Seminar in Global Environmental Policy&lt;br&gt;IR 739: International Security</td>
<td></td>
<td>IR 745: Latin America</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>IR 728: International Political Economy</td>
<td>IR 750: Methods and Thesis Selection in IR</td>
<td>IR 736: International Development and Globalization</td>
<td>IR 742: Seminar on American Foreign Policy</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>IR 720: Theory and Approaches in International Relations</td>
<td>IR 725: The Analysis of Foreign Policy&lt;br&gt;IR 735: Seminar in Global</td>
<td></td>
<td>IR 747: Russia and the West</td>
</tr>
<tr>
<td>Semester</td>
<td>Core Courses</td>
<td>Electives 730</td>
<td>740</td>
<td>Other</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>International Relations</td>
<td>Policy</td>
<td>Environmental Policy</td>
<td>IR 739: International Security</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>IR 728: International Political Economy</td>
<td>IR 750: Methods and Thesis Selection in IR</td>
<td></td>
<td>IR 742: Seminar on American Foreign Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IR 741: Africa</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>IR 720: Theory and Approaches in International Relations</td>
<td>IR 725: The Analysis of Foreign Policy</td>
<td>IR 736: International Development and Globalization</td>
<td>IR 745: Latin America</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>IR 728: International Political Economy</td>
<td>IR 750: Methods and Thesis Selection in IR</td>
<td>IR 735: Seminar in Global Environmental Policy</td>
<td>IR 742: Seminar on American Foreign Policy</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>IR 720: Theory and Approaches in International Relations</td>
<td>IR 725: The Analysis of Foreign Policy</td>
<td>IR 736: International Development and Globalization</td>
<td>IR 739: International Security</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>IR 728: International Political Economy</td>
<td>IR 750: Methods and Thesis Selection in IR</td>
<td>IR 734: International Migration</td>
<td>IR 742: Seminar on American Foreign Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>IR 745: Latin</td>
</tr>
</tbody>
</table>
While annual availability is desirable for core courses to permit timely graduation, in electives, it results in less variety. For the 2018-2019 school year, the department actively solicited faculty to offer electives that had not been scheduled the previous year. The plan is to create a two-year rotation of electives to allow more diversity and to assure that one 740-series and one 730-series class is offered every semester to facilitate students’ efforts to meet graduation requirements. We also hope that by offering more variety, we can attract more students to take IR electives (beyond the three required IR electives), allowing us to offer more classes each semester.

Recognizing the growing importance of social movements in International Relations, the department has hired an expert in that field, and the graduate program will benefit from that addition as the colleague begins to teach seminars. Similarly, a long-needed China scholar will be teaching in the graduate program in Spring 2019. The graduate and undergraduate programs are moving together to meet the changes in the discipline and we anticipate that they will continue to do so.

To ensure the methodological rigor of both theses and internship papers, IR 751 has been revamped as a Data Analysis and Evaluation Research course. This builds on efforts that have improved the internship papers in response to the fifth cycle review and that were reported in the sixth cycle review. The revised class will familiarize students with methods commonly used in International Relations, including in professional reports. Rigor is assured throughout the curriculum by the faculty teaching the classes, who are all tenured or tenure-track colleagues with extensive research portfolios.

Recognizing student work schedules, the IR graduate program has long scheduled evening classes that students can attend after work or after other care-givers return from work. However, as previously noted, the advent of long commutes has created additional scheduling challenges. For the 2018-19 school year, we have adjusted our course offerings in response to student preferences expressed in a voluntary survey. (See chart below)
Core classes are still scheduled in the evening. We are offering one elective in the afternoon so that students with long commutes can take two classes on a single day. We also have offered some electives an hour earlier so that students can leave campus before overnight bus scheduling begins and arrive home earlier.

**Culminating Experience Papers**

As the IR Graduate Program has two tracks for graduate students (an academic track that culminates in a thesis and a professional track that requires minimum 140 hours of internship experience and a culminating internship experience paper) the Graduate Committee developed two separate rubrics to assess different types of culminating experience papers that respond to the common set of goals for the Program (see Appendix I). These assessments indicated the rising numbers of professional track students in the Program and enabled the department to address the needs of the academic students as well as the internship component that has gained strength and popularity. For a list of internships that IR Graduate students have undertaken, please see Appendix J.
Master’s Theses require a committee of at least two IR tenured/tenure track faculty. Students are expected to provide a research proposal and several drafts to the committee before completion and abide by thesis format requirements of the University. Theses are submitted to Graduate Studies after completion and approval by the faculty committee. Sample research proposals and theses are available on the IR website.

Professional track students are expected to undertake a minimum of 140 hours of internship experience at an organization of their choice related to the broad field of international relations. The department provides a weekly Internship Newsletter that provides a compilation of public internship announcements in the IR field, both in the Bay area and on the East Coast. Professional track students are provided research proposal and internship paper guidelines on the IR department website and through the Graduate Coordinator. Professional Track students are required to have a committee of two IR tenured/tenured track faculty on their culminating experience committee who review the paper and sign a report of completion.

For the purposes of assessments, theses and internship papers were randomly selected among available CE papers and distributed to IR faculty reviewers who were outside of each graduating student’s culminating experience committee members. The graduate coordinator worked with the Graduate Committee to establish parity between the student learning goals and the criteria for assessment of culminating experience papers and revised assessment rubrics (available Annex 4 and 5).
The criteria for M.A. theses in the IR Program include:

- Minimum 15,000 words/12,000 for quantitative thesis
- Testable hypothesis or viable research question(s)
- Literature review with at least 12 sources leading to the hypothesis or research question and covering the current academic debates on the topic
- Theoretical argument supporting hypothesis or leading to research question(s)
- Statement of empirical methodology citing methodological statements or examples of similar methods in IR or related disciplines
- Data in format required by methodology
- Application of methodology to data
- Statements of results of methodology application
- Comparison of results to hypothesis and to literature opposing hypothesis, or answering research question(s)
- Grammar and style
- Appropriate terminology
- Clarity of exposition

**Criteria for Professional Track Internship Papers are:**

- Minimum 12,000 words in length
- Understanding of organization and how student’s internship contributes to the overall goals of the organization
- Internship experience and report clarifies student’s career plans, and report explains how internship supports career plans
- Literature review demonstrates how IR knowledge is applied to analysis of internship site
- Case study demonstrates utilization of IR classroom learning to analyze organization
- Demonstrated distinctive analytical perspective on IR classroom learning in light of practical experience
• Case study with arguments and evidence student could not have conceived without both internship experience and academic knowledge
• Report refutes or reflects on alternative interpretations of the evidence
• Grammar and style
• Appropriate terminology
• Clarity of exposition

Consecutive program assessments in 2012, 2014 and 2017 enabled the IR Program to identify the strengths and areas of improvement in the Program in relation to IR M.A. Student learning goals.

**Strengths of the Academic Theses in the IR M.A. Program**

- Our M.A. students have examined and built expertise in a great variety of topics across the world’s populated regions. This reflects positively on the faculty and its ability to support that diversity of investigations.
- Our M.A. students consistently use explicit and disciplined methodologies, whether qualitative or quantitative. This assessment shows that the faculty does support students in their pursuit of a considerable variety of methods and does not impose a few favorites.
- The majority of assessed theses demonstrate a strong command of the relevant literature across disciplines. They are able to identify key debates in the literature they survey.
- The M.A. theses consistently employ innovative methodology. This is a strength of our program and showcases the ability of students to rise to the challenges of the research process.
- Most of our M.A. students formulated testable hypotheses, compared them to existing theories in the discipline and related disciplines, gathered appropriate data, and tested their hypotheses.
- Graduate students who apply to doctoral programs continue to have a strong record of admission (see section on graduate student accomplishments) and serve as professors in a number of Universities.

**Areas of Improvement**

- The department has fewer thesis track students than before. This is partially due to the economic imperatives of the students, who prefer to take the internship track to improve their odds in the job market.
- Time to degree is longer for academic track students than internship students. This leads students on the fast track to refrain from writing a thesis because they would like to graduate.

- Thesis students have to seek their second methods course outside of the IR department, often at the undergraduate level, and the methods courses are not appropriate to their research projects.

Program Changes

- The department will emphasize that all students could undertake an internship for separate credit (IR 640) and remain in the academic track, while still gaining some work experience. The thesis track does not need to be perceived as just for those students seeking doctoral degrees.

- Thesis track students could benefit from a revised IR 751 Methods course being offered at least once every two years, instead of having to seek methods courses in other departments.

Strengths of the Professional Internship Papers in the IR M.A. Program

- Many students have been successful in finding prestigious and valuable internship sites. The internship locations represent a good balance, from NGOs and start-up companies to government offices (List of Internship sites—see Annex 1)

- The internship papers were written with good style and grammar, and reflected good use of IR terms and writing conventions. This is an important achievement, given the significant number of international students in the program.

- The internship papers were scholarly papers that went beyond an internship report and students were able to use concepts and theories to address academic topics in a variety of global sites.

- Students are capable of research and analysis and are able to critically engage or apply their learning from the internship site to larger policy problems.

- The students clearly gained some valuable experience and some potentially useful contacts.

- Previous program decisions such as sending weekly internship newsletters, providing written forms and guidelines for IR 892, and requiring IR 750 for all students have streamlined the internship culminating experience process, minimizing confusion as to what the internship paper entails and how the internship experience should be utilized. This has led to the improvements in the quantity and quality of the internship track students.

Areas of Improvement
- The papers display a variety of conceptual approaches but they do not consistently engage International Relations theory, or make connections between the particular questions they address and the larger field of IR.

- Students do not always have a good sense of how this internship could contribute to a career in the IR field. This leads to problems in job placements in the future.

- Case studies tend to rely on secondary sources rather than primary sources from their internship experience.

- Inability to address alternative views at the theoretical level and refute them is a common problem in a number of internship papers.

Program Changes

- As students continue to work interactively with their professors on producing a high quality, academic internship papers, more emphasis should be placed on IR theory and how the internship paper could utilize an international relations framework.

- More information about the jobs in the IR field and how graduate degree could be utilized should be provided. To this end, the department has re-started the International Relations Council (IRC) graduate student group to hold events. The IR Journal continues to provide a venue for student publications.

- The emphasis on deeper research and analysis for the final paper should be coupled with helping the students identify and find primary source materials.

- IR 751 qualitative and quantitative methods class has been revised to address the needs of the professional track students, expanding its coverage of Evaluation Research, which is applicable to internship papers and translates smoothly to professional writing requirements.

- An alumni network is in its preliminary stages of creation, under the leadership of two former graduate students in the Bay Area.

In sum, the IR Department has been actively engaged in graduate program development and assessment, meeting the goals established by the University as well as previous reviews of the Department as follows:

<table>
<thead>
<tr>
<th>Program Specific Standards</th>
<th>University goals</th>
<th>Department activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program planning</td>
<td>Program shall plan for its future and utilize assessments to enhance the program</td>
<td>Program mission and student learning outcomes revised, 3 self-assessments (2012, 2014)</td>
</tr>
<tr>
<td>Assessment of Student Learning outcomes</td>
<td>Define student learning outcomes, conduct assessments and utilize findings to enhance the program</td>
<td>Student learning outcomes defined. A total of <strong>40 culminating experience papers assessed</strong> over the course of a 5 year period; results used to create program changes by the graduate committee</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Advising</td>
<td>Programs should foster quality advising</td>
<td>Graduate coordinator holds <em>orientations and office hours</em>, graduate advising sessions are promoted; all faculty serve as advisors; Professional Track advising document available; all students receive a <em>weekly internship newsletter</em>.</td>
</tr>
<tr>
<td>Writing Proficiency</td>
<td>Ensure proficiency in graduate writing; self-studies necessary</td>
<td><strong>Minimum 15,000 word thesis</strong> that supports a theoretical argument and research question(s), empirical methodology and data analysis; <strong>Minimum 12,000 word internship paper</strong> that connects the student’s internship experience with the literature and case studies in a pertinent IR issue.</td>
</tr>
<tr>
<td>Professional Engagement of students and Alumni</td>
<td>Programs should engage students and alumni in the field</td>
<td><strong>International Relations Council (IRC)</strong> re-established, <em>International Relations Journal</em> publishes graduate work;</td>
</tr>
<tr>
<td>weekly internship newsletters enable students to learn about internship opportunities in the field; Department tracks Alumni employment; Alumni network getting established.</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>
The IR program also continues to embody the University’s commitment to civic engagement, social justice and internationalization. The table below sums up IR M.A. Program activities in achieving University goals:

<table>
<thead>
<tr>
<th>Civic engagement</th>
<th>Programs should encourage civic engagement</th>
<th>Students informed of <strong>internship and volunteer opportunities</strong>; students intern in organizations that work with refugees, minorities and disadvantaged populations.</th>
<th>Meets university goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice</td>
<td>Programs should show commitment to diversity and social justice</td>
<td>Graduate student body represents <strong>diversity</strong> in terms of gender, nationality, and social background. Faculty are diverse and international, with a strong commitment to social justice.</td>
<td>Meets university goals</td>
</tr>
<tr>
<td>Internationalization</td>
<td>Programs should provide international experiences</td>
<td>All <strong>curriculum is based on international perspectives</strong>; a quarter of the student body and half of the faculty are international, IR internships connect students to international organizations and companies.</td>
<td>Meets and exceeds university goals</td>
</tr>
</tbody>
</table>

**Faculty Role in the IR Graduate Program**
Faculty involvement in supporting graduate students throughout the program and providing guidance and feedback in the culminating experience stage are fundamental to a thriving graduate program. IR faculty are dedicated to their work with IR graduate students: all the classes are taught in a small-group seminars where students and faculty get to know each other. Some graduate students serve as teaching assistants to IR faculty who hold an excellent record of publishing scholarly articles and presenting at conferences with graduate students. Each tenured faculty member serves as Graduate Coordinator for a period of 3 years, providing access to an informed faculty member dedicated to the Graduate students at all times. Graduate Coordinators of the IR department (a position that does not receive any time-in-service) teach a full load and still carry on their wide-scale responsibilities in graduate admission, management of current graduate students, administration and curricular development of the program in consultation with the Graduate Committee. The following IR faculty have recently served as Graduate Coordinators: Dr. Darling (2017-present), Dr. Ellis (2014-17) and Dr. Monshipouri (2012-14).

Table 3.9 Faculty Service in Graduate Culminating Experience Committees: 2012-2017

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Internship Paper Chair</th>
<th>Internship Paper 2nd Reader</th>
<th>Academic Thesis Chair</th>
<th>Academic Thesis 2nd Reader</th>
<th>Faculty Committee Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banerjee</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Clavier</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Darling</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Ellis</td>
<td>16</td>
<td>10</td>
<td>3</td>
<td>3</td>
<td>32</td>
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<tr>
<td>Fischer</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hanami</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>13</td>
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<tr>
<td>McAfee</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Monshipouri</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Siegel</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Skonieczny</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>11</td>
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<tr>
<td>Tsygankov</td>
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<td>0</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Volk</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Yansane</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Students are able to enlist at least two IR full time tenured/tenure track faculty of their choice in their culminating experience committees. Our assessments indicate that students tend to choose faculty based on familiarity: professors who serve as graduate coordinators or have taught graduate level classes frequently also serve on more culminating experience committees. This means that the load of service on faculty committees may fall on fewer faculty. To remedy this problem, the department plans to more frequently circulate the faculty that teach the core and elective graduate classes with the guidance of the Graduate Coordinator.

**Graduate Survey Results**

The IR Department has conducted voluntary Graduate Student exit surveys (2014-2017) in addition to formal program assessments. Surveys were completed after the submission and approval of the culminating experience papers and compiled by the Graduate Coordinator (see sample survey in Appendix L). Graduate survey results indicate that IR M.A. students are overall satisfied with the quality of the Program, their interactions with faculty members and administration, the culminating experience process and the collegial environment of the Program. The surveys reflected lower satisfaction levels at course selection due to availability of limited elective courses, which the department is rectifying by better arranging course selection, availability and scheduling. Internship resources is a second area of improvement as internships still remain difficult to find. Neither the university nor the college provides support or funding for internship administration, and the department does not have the resources currently to establish networks with internship sites beyond providing the weekly internship newsletter, which is only possible thanks to the services of a work-study IR student. The major cause of dissatisfaction is the job search, where students indicate the difficulties of finding “IR Jobs” in the West Coast. In response, the department has compiled a list of current employment of the recent alumni (see Appendix K), revitalized the student group IRC for holding networking events, and has initiated an alumni networking group.
In the light of these assessments, the IR Program continues to make changes to scheduling of classes, faculty load in the culminating experience and improving networking opportunities among the students and alumni. The program must continue to recruit faculty with expertise to teach topics that interest students and to supervise theses and internships in those areas. The department has just hired a faculty member who has come to academia after a decade of influencing policy in think tanks, bringing a network that will help students secure internships and jobs. Taking advantage of that potential requires assuring that students are well-prepared for the available internships and jobs with a selection of classes to develop their knowledge and skills. We have lost the colleague with the greatest knowledge of security matters and need to fill the gap in an area that provides strong career prospects.

**Graduate Student Accomplishments**

The Department is proud to report that it consistently sends a number of students to Ph.D. or terminal degree programs. Some of our students who have attended doctoral programs are Randall Cohn (George Mason), Nathaniel Cogley (Yale), Skyler Cranmer (UC Davis, post-doc Harvard), Jennifer Ramos (UC Davis), Lee Ann Fujii (George Washington University), John Whooley (University of Florida), Suzanne-Levi Sanchez (Rutgers University), Alp Tuncaci (Rutgers University), Marcos Scauso (UC Irvine), Eric Crosbie and Jennifer Kregear (UC Santa Cruz), Sarah Prince (UC Davis), and Ambrogino Giusti (University of Pennsylvania law school). Serkan Cinal has recently been admitted to the doctoral program at Florida International University.
Seven of our former M.A. students are now teaching at Universities. Professors Sophie Clavier, Associate Dean of Faculty Affairs at SFSU; and Amy Skonieczny and Jon Whooley in the IR Department received their doctorates from the Sorbonne, the University of Minnesota, and the University of Florida, respectively. Dr. Skyler Cranmer now teaches in the Political Science Department at Ohio State University. Dr. Suzanne Levi-Sanchez is teaching at the Naval War College in Rhode Island, Dr. Jennifer Ramos is teaching at Loyola Marymount University. Dr. Lee Ann Fujii taught at the University of Toronto. Dr. Landon E. Hancock is on the faculty of School of Peace and Conflict Studies at Kent State.

A substantial number of our graduates enter diplomatic or other government service. Conrad Hässler is Second Secretary in the German Ministry of Culture, posted in Beijing, China. Saeb Erakat became Chief Negotiator for the Palestine Authority; Javad Zarif is the Foreign Minister of Iran; while Nicolas Roncagliolo Higueras has been the Peruvian Consul in San Francisco. Nancy Varela is working at the International Labor Organization in Geneva. Muhammad Al-Thani is a political analyst for the Qatari Royal Executive. Ten or more of our graduates have entered the U.S. Foreign Service, serving abroad. A number of M.A. program graduates work in the intelligence community. In addition, Nancy Shepherd was elected to the City Council of Palo Alto. Our recent graduates are employed by a number of international non-profits and transnational companies, as well as in U.S. government service. (See Annex 2-employment of recent Alumni)

The re-establishment of the student group International Relations Council (IRC) to hold events and discussions, and the initial steps toward an alumni network will enable students to benefit from the resources and experience of those who are working in the field of international relations. Resources that would permit more development of a nascent alumni network would improve long-term outcomes as alumni move forward in their careers. We have begun an effort, but need resources for it to be effective.

Response to CAM (2011) Recommendations

IR Department met with APRC Committee in October 2017 to discuss the department’s response to the CAM recommendations from 2011. The department was commended at the time for extensive international and community service work, accomplishments of its alumni and research productivity of its faculty, commitment to raising academic standards for applicants, and faculty commitment to teaching and student learning.

In the 2011 CAM document, the IR Department was asked to undertake curriculum sharing with the Political Science Department, and engage in discussions with the Political Science Department regarding collaboration on a number of fronts and a possible merger of the two departments. Consultations within the IR Department Faculty as well as discussions between the Chairs of the two respective departments have concluded that while ongoing curricular sharing is practical and beneficial to students in both departments, departmental merger is neither desirable for the faculty in the two departments nor beneficial to the graduate...
students. At its October 5, 2016, meeting, the Academic Program Review Committee concurred with that conclusion. (See Appendix M)

The Table (3.10) below summarizes IR Department’s specific responses to CAM recommendations:

**Table 3.10 IR Department Response to CAM Recommendations**
<table>
<thead>
<tr>
<th>CAM Recommendations</th>
<th>International Relations Department Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The department should engage in serious discussions with the Provost, the dean, and the Department of Political Science regarding collaboration on a number of fronts and a possible merger of the two departments.</td>
<td>1. The interdisciplinary nature of the IR Department has facilitated <strong>curriculum-sharing with a wide variety of departments</strong> across campus. Graduate students from Spanish, Political Science, History, Geography, Education, and International Business have been welcomed into IR classes. Our own students have taken select methodology courses in Sociology and Urban Studies to prepare for thesis or internship requirements. We have reached out to Political Science by informing that department of our course offerings and in advising we have made our students aware of Political Science classes that might interest them. We have determined that a merger would not benefit the students or the graduate program.</td>
</tr>
<tr>
<td>2. Using the rubric developed for scoring theses, the department should include an analysis of thesis work in its next assessment report.</td>
<td>2. The IR department conducted <strong>three self-assessments in 2012, 2014 and 2017</strong> that evaluated both the thesis and the professional tracks according to new CE paper rubrics developed by the Graduate Committee (criteria above). Areas for improvement were identified and curricular changes were implemented, including a new qualitative research design course. In 2016, we <strong>revised our mission statement</strong>, and designed a CE rubric according to our <strong>new student learning goals</strong>. Results of the 2017 report were submitted to Academic Affairs.</td>
</tr>
<tr>
<td>3. Provide an analysis of the effectiveness of the internship in the June 30, 2012 assessment report.</td>
<td>3. Given the rising numbers of students in the professional track IR Program, the Department has <strong>dedicated staff to coordinate internships</strong> and distributed a <strong>weekly internship newsletter</strong>. As a result, our students gain work experience at internship sites that are <strong>directly relevant to their fields of study</strong> (Annex 1) including but not limited to the State Department, the White House, IRC and other NGOs (attached) Internship culminating experience papers reflect the beneficial integration of student learning in the classroom and the work place.</td>
</tr>
<tr>
<td>4. Continue to maintain the updated website.</td>
<td>4. The IR Graduate <strong>website is up-to-date</strong> with our revised mission statement and admission and curriculum requirements, and alumni information. In 2018, the department transferred applications to the CSU Webadmit <strong>online system</strong>. The department has developed a <strong>program brochure</strong> that it sends out to all Consulates and IR programs in the Bay area. We continue our outreach efforts and respond promptly to all inquiries from prospective applicants.</td>
</tr>
</tbody>
</table>
5. **Work with Graduate Studies** to obtain results from the graduate exit survey, which is currently under development. Data from the survey should be incorporated into the department’s program assessment reports.

5. IR Graduate Coordinator has been conducting **graduate exit surveys** since 2014. The results indicate that students overall are satisfied with our program, though they would like to see more **resources devoted to job search and placement** (survey discussion above.)

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**Independent IR Department Initiatives**

**Study Abroad Program in Italy**

Building on student-expressed preferences, we have initiated a **graduate-level study abroad program** with the University of Pavia IR Program in Italy in 2017. We have sent several M.A. students to Italy and received students from Pavia, increasing the diversity that is a significant asset of our program. Our goal is to expand, incorporating similar programs in other locations.

**Blended BA/MA IR Program**

The IR MA Program was one of the **five programs at the College selected to establish a blended B.A./M.A. program** in 2018. The initiative enables select undergraduates in the IR department to apply to a blended program where they can take undergraduate and graduate courses concurrently, culminating in an M.A. degree upon graduation. This initiative decreases costs of graduate study for underprivileged students and enables high achieving IR students to finish their M.A. degree in a shorter time framework.
The IR Department, the oldest self-standing IR Department in the nation, is the embodiment of the vision of its founding faculty who foresaw the evolution of International Relations as a distinct field of inquiry. Today, there are over 50 International Relations Departments in the US alone, and the IR field has proliferated with numerous well-respected academic journals such as *International Organizations*, *International Studies Quarterly*, *International Security*, and *Millenium* to name a few, and culminates the scholarship in the field in the International Studies Association (ISA) that draws thousands of participants to its worldwide conferences. Many universities, such as American University, University of Ottawa and University of Denver, support self-standing doctoral programs in International Relations, and Yale, Columbia, Harvard, Stanford, and the London School of Economics are among the universities having M.A. programs in the field. The international relations field is interdisciplinary, global and transnational, characterized by an exciting range and growing body of IR theory that applies its core knowledge to the world at large, with numerous independent IR departments supported at universities worldwide.

The existence of a distinct International Relations Department at SFSU has enabled us to offer all our students a comprehensive and wide-ranging curriculum in our discipline. The range of courses offered in any given semester in our program is not matched by any university in Northern California. A distinct international relations training provides our students with an advantage as they apply to internationally-oriented jobs in non-profits, transnational corporations, and government service. Our identity enables the establishment of networks in the field that lead to collaboration with other universities that benefit our students. There is evidence in the Bay area of independent international relations programs in USF, Berkeley and San Jose, some of whom have consulted our IR program as they established their IR degrees. With our unique curriculum, and interdisciplinary faculty with doctorates in Law and Diplomacy, International Public Law, Communications, Anthropology, International Relations, Geography, and Applied Economics, the IR Graduate Program offers a balanced and innovative approach to IR that many universities wish to emulate.

The IR department is firm in its conviction, shared by the Political Science department, that the two departments should maintain their independence and their respective graduate programs. Both departments have benefitted from existing and growing curricular collaboration over the years. Every semester, the PLSC grad coordinator is sent a memo of class offerings and several Political Science graduate students are enrolled in IR seminars. The IR Graduate Program shares the results of its initiatives, such as the IR Study Abroad Program in Italy, and its blended B.A./M.A. program with the Political Science Department and supports their initiatives. As a response to CAM recommendations, the IR department has increased its collaboration with other departments as well and has removed IR prerequisites from 730- and 740-series classes so that graduate students across the College have access to our seminars. IR Graduate Electives, such as International Migration and Latin America, attract enrollment across various disciplines (see Table 3.9)
Compatibility of the Undergraduate and Graduate IR Programs

In the IR department curriculum, the needs of graduate students and undergraduates are complementary and compatible. We anticipate that this complementarity will increase as we implement the SF State Scholars program, blending B.A. and M.A. degrees for talented undergraduates.

Foremost, graduate students are models for undergraduates. Whether they meet them as teaching assistants or because they casually cross paths during office hours, undergraduates encounter a new perspective when they notice that there are graduate students in the halls. Generally, our graduate students are people with life experience. As noted, many are women, and they come from a variety of ethnic and economic backgrounds. The undergraduates see possible versions of their future selves when they look at graduate students.

The needs of the two programs are compatible. For example, efforts to improve the information flow about internship opportunities for graduate students also have benefitted undergraduates. They share the need for faculty with expertise in the same areas. Graduate students may receive credit for two upper-division undergraduate classes and thus have access to all faculty, even those who do not teach graduate seminars. Similarly, graduate seminars provide opportunities for undergraduates looking for a challenge. This flow between the two programs is likely to increase as the SF Scholars program develops. The opportunity to transition smoothly to a graduate degree could attract more undergraduates to the major. What improves one program, improves the other.

While the program could benefit from rotating more faculty members into graduate classes (and is actively working toward that goal, as noted), the faculty members who do teach both undergraduates and graduates use the teaching in one to inform the other. Graduate classes also challenge faculty intellectually in a way that undergraduate classes cannot. Working with graduate students in seminars and on their theses is intellectual exercise that faculty members need. When faculty secure grants, they can identify graduate students to support them as assistants, which helps the department, including undergraduate classes. Faculty who are actively engaged in research are better teachers, and graduate students help with research.

The faculty needs of undergraduate and graduate students are the same. Our two most recent faculty hires are both scheduled to teach graduate courses in 2018-2019. Every addition to the faculty is an opportunity to improve the graduate program. Scheduling a faculty member for one graduate course every year or two is not a drain on the undergraduate program.

Resource Needs and Plans for the Future

It should be noted that the work of the IR graduate program is accomplished with one part-time graduate coordinator, who receives no course release; one part-time work-study student
who changes every semester; the benevolence of the all-ready overworked administrative office coordinator; and two additional faculty committee members, who have other administrative duties, besides their teaching and research. With additional staff, release time, or funding for graduate students, far more could be accomplished.

The IR M.A. program has actively participated in Graduate Studies projects while pursuing its own complementary initiatives. As much as we may be enamored of our own ideas, we must recognize that Graduate Studies has resources we do not; therefore, their projects are much more likely to produce results. One example is Graduate Studies’ activation of the online application process, making SF State one of only four CSU campuses to succeed in implementing the program for the 2018 application cycle. As a result, the program received 37 completed applications, could implement early admissions and had commitments from eight highly qualified applicants before the application deadline even closed. The program has accepted 28 applicants to date and has four more on the waitlist. Another example is the SF Scholars program: IR was selected in Spring 2018 as one of the five pilots to model the blended B.A./M.A. program. Eight juniors have expressed interest in participating in the first cohort. Between these two new Graduate Studies projects, the program is on track to field the most robust cohort in a decade. IR also participates actively in Graduate Studies recruitment programs and is confident that these are helping to bolster applications.

What would most help the program’s sustainability and quality would be fellowships and stipends for research assistants. This would attract students whose research interests coincide most closely with the expertise of faculty members and who, therefore, would most benefit from the program. Graduate students are distracted by off-campus jobs and the anxieties of survival. Research work on campus would focus them. Fellowships and stipends for research assistants could enable us to compete with area universities that attract quality students away from our program with offers of financial assistance. Funding for research assistantships would enhance the students’ educational experience and also allow them to support themselves as they can at other universities. This would be particularly useful in attracting international students who cannot work in the United States except at university jobs.

The challenge is less sustainability than it is quality. We are a gateway to doctoral education, diplomacy, and international social entrepreneurship for people who might not otherwise have those opportunities. We are committed to providing them with an education that will allow them to make change in the world. That requires continuing to offer resources that would enable them to connect with one another, network and learn from each other’s professional experiences. Resources at the University level that could accommodate alumni activities are not always accessible to departments. Graduate Programs need university support to reach out to the diverse and well-established professionals such as those who have graduated from the IR department.

Conclusion
The International Relations M.A. program is building on a tradition of providing underserved students with a pathway into the diplomatic corps, international organizations, and global business. The curriculum continually adjusts to the challenges of competing with well-funded programs and a changing world, while maintaining the rigor that has allowed graduates to succeed. The program is sound, thanks to the expertise of the excellent faculty who teach classes and advise culminating experiences, the work of the faculty graduate committee, and the efforts of thinly stretched office staff. With funding for scholarships and stipends, research assistant positions, a peer counselor, marketing, a course release for the graduate coordinator, or some combination of these, the program could serve students even better. In general, support for the overall IR program, such as hiring new faculty to teach and research on the expanding themes of international relations while maintaining expertise in the traditional areas associated with the field, such as area studies and foreign policy, will accrue to the benefit of the graduate program as well.

The IR Graduate Program offers students a valuable graduate study experience, uniquely designed to provide an international curriculum, a strong theoretical foundation and opportunities to gain real world experience in global affairs. With a brand new study abroad program and better coordinated internship program, the program has experienced an increase in graduate applicants. The faculty continues to work closely with students to maintain the IR tradition of high quality Culminating Experience Papers. With strong graduation rates, steady enrollment, and a sound curriculum, the program contributes to the international character of SFSU and provides a degree that alumni have been able to utilize to further their careers.

3.4. Faculty

3.4.1 Background

As of spring semester 2018, the tenure-track and lecturer faculty in our department comprises ten (10) men and six (6) women—among tenure-track family the ratio is seven (7) men and six (6) women. Two faculty members identify as Asian, one as Black, two as Middle Eastern, and eleven as White. Six faculty members grew up outside the United States in Iran, Russia, Turkey, France, Germany, and the Republic of Guinea. The vast majority of the faculty has spent significant periods of time abroad to do their academic research. Almost all of our faculty speak a second language fluently, many master additional languages. The International Relations department faculty, in other words, is quite international in its make-up.

Out of the sixteen total faculty, nine (9) have the rank of full, two (2) are associate and two (2) assistant professors, while three (3) are lecturers. Of the nine full professors--five male and four female--one faculty member, Aguibou Yansane, has been FERPing since 2016 and therefore teaches only one semester per academic year. A second full professor, Sophie
Clavier, now works in administration with retreat rights back into our department. A third full faculty member, Andrei Tsygankov, has a shared appointment with PLSI, which means that his teaching load and service commitments are shared between two departments. Since we have predominantly full professors teaching in the department, we can boast of significant expertise. It also means that we are also looking at potentially significant future hiring needs, as full faculty begin to retire.

With the exception of one lecturer, all of our faculty have obtained doctorates in International Relations or related fields. Seven of the faculty members obtained their doctoral degrees in Political Science, two in International Relations, one each in International Public Law, Government, Mass Communication, Geography, Anthropology, and Agricultural and Resource Economics. Some of our faculty obtained one or more of their degrees at foreign universities, and most of our faculty has been affiliated with or invited to institutions of higher education abroad. Our lecturer with a terminal MA completed his degree in International Relations at SF State. As the academic record shows, our department features a broad array of theoretical and methodological expertise, which permits us to offer a diverse and dynamic curriculum.

Members of the faculty are able to cover the six main theoretical areas of scholarship within International Relations: (1) International Conflict/Security Studies; (2) U.S. Foreign Policy; (3) International Political Economy; (4) International Organizations/International Law/Human Rights/Environmental Rights; (5) Globalization/Transnationalism/Migration; (6) Post-Modernism/Post-Structuralism/Identity Studies/Media Studies.

In addition, our faculty members bring to the classroom specific geographic areas of expertise. In the department, we currently have experts on the United States and U.S. Foreign Policy (AH, AS, EC), Latin America (JD, KM, AP), Africa (AY), Russia/Eastern Europe (AT), Western and Southern Europe (BE, SS, LV), Middle East (BE, MM, LV, JW), and South Asia (SB). A new China expert will join our ranks in fall 2018.

The summary overview of all faculty members, their rank, gender, ethnicity, and PhD discipline is listed in Table 3.11 below:

Table 3.11: Biographical Information for International Relations Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>PhD Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banerjee, Sanjoy</td>
<td>Full</td>
<td>M</td>
<td>Asian</td>
<td>Political Science</td>
</tr>
<tr>
<td>(SB)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clavier, Sophie</td>
<td>Full (on admin. leave since 2015)</td>
<td>F</td>
<td>White</td>
<td>International Public Law</td>
</tr>
<tr>
<td>(SC)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darling, Juanita</td>
<td>Associate</td>
<td>F</td>
<td>White</td>
<td>Mass Communication/Latin</td>
</tr>
<tr>
<td>(JD)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Gender</td>
<td>Race</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Ellis, Burcu Akan (BE)</td>
<td>Full</td>
<td>F</td>
<td></td>
<td>International Relations</td>
</tr>
<tr>
<td>Hanami, Andrew (AH)</td>
<td>Full</td>
<td>M</td>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td>McAfee, Kathleen (KM)</td>
<td>Full</td>
<td>F</td>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td>Monshipouri, Mahmood (MM)</td>
<td>Full</td>
<td>M</td>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td>Pahnke, Anthony (AP)</td>
<td>Assistant</td>
<td>M</td>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td>Siegel, Scott (SS)</td>
<td>Assistant</td>
<td>M</td>
<td></td>
<td>Government</td>
</tr>
<tr>
<td>Skonieczny, Amy (AS)</td>
<td>Associate</td>
<td>F</td>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td>Tsygankov, Andrei (AT)</td>
<td>Full (2/3 IR; 1/3 PLSI)</td>
<td>M</td>
<td>White</td>
<td>International Relations</td>
</tr>
<tr>
<td>Volk, Lucia (LV)</td>
<td>Full</td>
<td>F</td>
<td></td>
<td>Anthropology/Middle Eastern Studies</td>
</tr>
<tr>
<td>Cosby, Eric (EC)</td>
<td>Lecturer</td>
<td>M</td>
<td></td>
<td>Politics, DE Public Health</td>
</tr>
<tr>
<td>Whooley, Jonathon (JW)</td>
<td>Lecturer</td>
<td>M</td>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td>Fiene, Chris (CF)</td>
<td>Lecturer</td>
<td>M</td>
<td></td>
<td>MA in IR from SFSU</td>
</tr>
</tbody>
</table>

3.4.2 Teaching Core, Elective, Graduate and Supervisory Classes
Within the IR program, our faculty teaches a certain number of core classes, electives, and graduate courses. Six core classes are required, and in any given semester, we usually teach more than one section of each, to a total of 14-17 core sections. Of the core classes, the most labor intensive are IR104, IR 309, IR312 and IR550. IR 104 Introduction to World Affairs is labor intensive, because it fulfills several GE requirements, and the enrollment is usually between 50-80 in a regular class, and over 100 in online sections. IR 312 typically requires substantial written assignments and other demonstrations of learning achievements. IR309 GWAR and our six-unit capstone class IR550 are both very writing intensive, requiring a final 20-page and 50-page research paper respectively. In both classes, students hand in multiple drafts of the paper over the course of the semester.

The department requires that faculty teach at least one core class every semester, or at least six units in any given academic year. IR electives usually focus on a particular geographic area or a topic across regions (such as law, environment, refugees, and media). Students must take 25 units of core classes and 18 units of electives (of which 12 must carry the IR prefix).

IR 640 Field Study in IR, 685 Teaching IR, and 699 Independent Study are three undergraduate supervisory classes, while IR 708 College Teaching in IR, IR 892 Grad Internship, IR 898 Master Thesis and 899 Independent Study are four graduate supervisory classes. These seven courses are offered each semester.

Below is the overview of all IR classes taught over the course of two years, with classes sorted by core classes, IR electives with General Education (GE) designation that enroll both majors and non-majors, IR electives that predominantly enroll majors, and graduate courses (see Table 3.11)

Table 3.12: IR Courses offered Spring 2016-Fall 2017

<table>
<thead>
<tr>
<th>Core Classes (sections):</th>
<th>IR Electives with GE designation:</th>
<th>IR Electives without GE designation:</th>
<th>Graduate Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>104(5), 308(2), 309(3), 310(2), 312(2), 550(3)</td>
<td>MEIS 301*, 306, 322, 335, 336, 407</td>
<td>728, 741, 742, 750</td>
</tr>
<tr>
<td>Summer ’16</td>
<td>308, 310, 550</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>104(4), 308(2), 309(3), 310(2), 312(2), 550(2)</td>
<td>MEIS 300, 324</td>
<td>720, 725, 736, 739, 745</td>
</tr>
</tbody>
</table>
* MEIS 300 & 301 are core classes for the MEIS minor taught by LV; they are also counted as IR electives.

A closer look at the distribution of the core classes among the tenure/tenure-track faculty during the two years under review, 2016-2017, for Fall, Spring and Summer semesters yields Table 3.12) below.

Table 3.13: Core Classes taught Spring 2016-Fall 2017

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
<td>104(4), 308(2), 309(3), 310(2), 312(3), 550(3)</td>
<td>104(4), 308(2), 309(3), 310(2), 312(3), 550(3)</td>
</tr>
<tr>
<td>308</td>
<td>MEIS 301, 322</td>
<td>MEIS 300, 324, 335, 336</td>
</tr>
<tr>
<td>GWAR</td>
<td>728, 735, 742, 750</td>
<td>720, 725, 736, 738, 739</td>
</tr>
</tbody>
</table>

While all faculty members participate in teaching the required core classes in the timeframe under review, some faculty teach several different core classes, and some faculty repeatedly teach labor-intensive core classes beyond the one course on average per semester, in particular Profs. Ellis and Skonieczny on the undergraduate level. Most sections of IR 104, and at least half of our IR 308 and IR 310 core classes are taught by our lecturer faculty, who
thereby contribute significantly to our core offerings. In the two years of review, Profs. Darling, McAfee, Monshipouri and Volk taught most of the department’s elective courses, with an average of four in an academic year.

Since only four or five graduate classes can be offered in any given semester, not all faculty teach those classes. Professors engaged in providing graduate education in IR in the timeframe of the review were: Profs. Banerjee (4 = introductory pro-seminar and final thesis class), Darling (1), Hanami (3), McAfee (3), Siegel (2), Skonieczny (1), Yansane (1).

The overview of supervisory classes yields the following results, displayed in Table 3.13:

**Table 3.14: Supervisory Classes Spring 2016-Fall 2017**

| 640   | Ellis (S16; F16; S17; F17), McAfee (S16; S17; F17), Siegel (F17), Skonieczny (S 16; F16; S17),
| 685   | Darling (S16; F17), Ellis (S16; F16; S17; F17), Hanami (F16; S17), Monshipouri (S16; S17), Skonieczny (S16; F16), Volk (S16; F16; S17; F17)
| 699   | Banerjee (F16), Darling (S16), Ellis (F16; S17; F17), Monshipouri (S17), Tsygankov (S16), Volk (S17)
| 708   | Darling (S16), Ellis (S16; F16; S17; F17), McAfee (S16; S17; F17), Monshipouri (F17)
| 892   | Darling (F16), Ellis (S16; F16; S17; F17), Hanami (F17), McAfee (F16), Skonieczny (F16)
| 898   | Darling (F17), Ellis (S16), Monshipouri (S17), Skonieczny (F16; S17)
| 899   | Ellis (S16)

While all faculty with the exception of Prof. Yansane engage in some supervisory activity, in the time frame under review, it is clear that some faculty, esp. Prof. Ellis on both undergraduate and graduate levels, supervise larger numbers of students in field studies, internships, or independent studies than others. It might be advisable to have a discussion about a ceiling on these classes per individual faculty.

Of all faculty reviewed, only Prof. Siegel obtained a schedule that included roughly the same number of core and elective classes and one graduate class a year, thereby teaching a combination of the three types of classes we offer. We might want to facilitate conversations in the future if this is the type of schedule we’d like to achieve more broadly across our faculty. Of course, we would also need to study how this could be achieved.
As Table 5 below indicates, the average course enrollment for upper division classes is about thirty students per class, with the writing-intensive IR 309 and IR 550 classes capped at 25. IR courses that also satisfy General Education requirements usually enroll above 30 students. Some of our courses are cross-listed with other departments, most notably PLSI, but also ANTH for MEIS 301, and therefore generate two different enrollment numbers. The Table below only features IR enrollment in any given class. Graduate classes enroll on average ten students. Our introductory class IR 104 usually enrolls between 50 and 80 students and those sections are mostly taught by lecturers. Our lecturers therefore teach a higher student load than our full-time faculty, while getting paid significantly less.

The overview of all classes taught, color-coded for easier review and comparison, for the calendar years 2016 and 2017 is included in the appendix in order to account for each individual faculty’s teaching load. Courses that have no color-coding are supervision courses, which are listed in order to account for enrollment numbers (see Appendix N).

It needs to be mentioned that the current teaching distribution is to a large degree a reflection of the individual faculty member’s preference. Yet a review of the current course distribution by the department chair, and conversations with individual faculty members and the department as a whole are recommended to assess if teaching adjustments can and should be made among tenure/tenure track as well as lecturer faculty. While it is near impossible to bring teaching schedules into complete balance across the board, the department chair, in consultation with members of the curriculum committee, might try and discuss teaching assignments ahead of the scheduling deadline, possibly by assigning core classes in a first round of course scheduling, followed by electives in a second round. A planned rotation of graduate seminars also might be a topic that the IR faculty could discuss.

3.4.3 Research and Publications, 2013-2018

Across the board, our IR faculty has been engaged in important scholarly work, resulting in peer-reviewed academic publications, conference presentations, contributions to print news and social media, as well as grant applications. Below is a review of scholarly output over the past five years, divided by kind of publication—single-authored book, edited volume, book chapter, journal article and book reviews. The list also includes the frequency of (inter)national conferences attendance, where our faculty has presented ongoing research on panels, as well as served as discussant on the panels of colleagues.

Over the past five years, eight books were authored by individual faculty members—two by Andrei Tsygankov, one by Mahmood Monshipouri—with reputable academic presses. Also, during the same timeframe, four edited volumes were produced—two by Mahmood Monshipouri, and one by Andrei Tsygankov, who thereby show extraordinary scholarly productivity, for which they need to be recognized. Burcu Ellis, Anthony Pahnke and Jonathon Whooley published important monographs in their fields, while Prof. Volk authored and edited an interdisciplinary textbook for introductory classes in Middle East
Studies. It bears mention that both Monshipouri’s and Volk’s edited volumes contain chapters written by colleagues in the department as well as university colleagues in the spirit of academic collaboration.

Book chapters and journal articles are too numerous to mention individually, but Mahmood Monshipouri and Andrei Tsygankov, as well as Kathleen McAfee, deserve special mention in this category of peer-reviewed publications. Book reviews give evidence of our faculty members’ engagement with current literature in their respective areas of expertise, and op-eds and newspaper contributions demonstrate active engagement with international affairs and public discourse, esp. Andrei Tysgankov’s expertise on Russian politics and Mahmood Monshipouri’s expertise on human rights in the Middle East. Many more of our faculty are cited in numerous articles in local, national, and international news outlets. Juanita Darling needs to be recommended for her many grant writing efforts. Two of our lecturers, Eric Crosbie and Jonathon Whooley, managed to publish articles and a book in addition to their heavy teaching loads, for which we commend them.

Additional evidence for our faculty’s active research profiles can be gleaned from their regular participation in national and international conferences, both as presenters, discussants, and invited speakers. The conference most frequently attended are the national or regional International Studies Association (ISA) and the American Political Science Association (APSA) conferences; additionally, faculty present papers at regional conferences, such as the Latin American Studies Association (LASA) or Middle East Studies Association (MESA), as well as invited conferences, hosted by universities and departments. It bears mention here, that our professors encourage our graduate and undergraduate students to attend conferences, especially if they are in the Bay Area; they also encourage and support student to present or co-present their work.

Table 3.15: Faculty Publications and Professional Activities

<table>
<thead>
<tr>
<th>Book</th>
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<tbody>
<tr>
<td><em>International Relations: Traditions of Russian Political Thought,</em></td>
<td>2013 (AT)</td>
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<tr>
<td>Catapulted: Youth Migration and the Making of a Skilled Albanian</td>
<td>2013 (BE)</td>
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<td>Diaspora, 2013 (BE)</td>
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<tr>
<td>Democratic Uprisings in the New Middle East: Youth, Technology,</td>
<td>2014 (MM)</td>
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<td>Human Rights, and US Foreign Policy, 2014 (MM)</td>
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<tr>
<td>The Strong State in Russia: Development and Crisis, 2015 (AT)</td>
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<tr>
<td>Imagining Iran: Orientalism and the Construction of Security</td>
<td>2018 (JW)</td>
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<tr>
<td>Development in American Foreign Policy, 2018 (JW)</td>
<td></td>
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<tr>
<td>Brazil’s Long Revolution: Radical Achievements of the Landless</td>
<td>2015 (AP)</td>
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<td>Workers’ Movement (AP)</td>
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<tr>
<td>Edited Volume</td>
<td>The Middle East in the World: An Introduction, 2015 (LV)</td>
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<tr>
<td>Book Chapter in an Edited Volume</td>
<td>Information Politics, Protests, and Human Rights in the Digital Age (SB, JD, JW)</td>
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<tr>
<td></td>
<td>Shifting Power and Human Rights Diplomacy (SB)</td>
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<td></td>
<td>International Relations and Diplomacy for the Curious (SC)</td>
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<td></td>
<td>Miradas y Acercamientos a la Prensa Decimononica (JD)</td>
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<td></td>
<td>Macedonia: The Political, Social, Economic and Cultural Foundations of a Balkan State (BE)</td>
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<td>Carbon Fix: Equity &amp; the New Environmental Regime (KM)</td>
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<td></td>
<td>The Politics of Carbon Markets (KM)</td>
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<td>Le Pouvoir de la Biodiversité (KM)</td>
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<td>The Great Game in West Asia: Iran, Turkey and the South Caucasus (MM)</td>
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<td></td>
<td>Handbook of Human Rights in MENA (MM)</td>
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<td>Human Rights: Current Issues and Controversies (MM-co)</td>
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<td></td>
<td>Encyclopedia of Islam and the Muslim World (MM)</td>
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<td>Reintegrating Iran with the West: Challenges and Opportunities (MM)</td>
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<td></td>
<td>The Middle East in the World: An Introduction (MM)</td>
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<td>SAGE Handbook of Human Rights (MM)</td>
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<td>Iran and the World (MM)</td>
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<td>Trials and Tribulations of International Prosecution (MM)</td>
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<td></td>
<td>Tactical Constructivism Expressing Method in IR (AS)</td>
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<td></td>
<td>The Russian Challenge to the European Security Environment (AT)</td>
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<td></td>
<td>Digital Eurasia: Post-Soviet Geopolitics (AT)</td>
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<td></td>
<td>Putin’s Russia: Past Imperfect, Future Uncertain (AT)</td>
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<td>Minorities and the Modern Arab World (LV)</td>
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<td>The Arab Spring and Arab Thaw (JW-co)</td>
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<tr>
<td><strong>Single-authored Journal Article</strong></td>
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<tr>
<td>International Studies Review (SB)</td>
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<td>Indonesian Journal of International and Comparative Law (SC)</td>
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<tr>
<td>Journalism History (JD)</td>
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<tr>
<td>American Journalism (JD)</td>
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<tr>
<td>Journal of Media and Religion (JD)</td>
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<tr>
<td>Journal of International Migration and Integration (BE)</td>
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<tr>
<td>Balkanistica (BE)</td>
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<tr>
<td>International Environmental Agreements: Politics, Law &amp; Economics (KM)</td>
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<tr>
<td>Rachel Carson Center Perspectives (KM)</td>
<td></td>
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<tr>
<td>Insight Turkey (MM)</td>
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<tr>
<td>Journal of European Integration (SS)</td>
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<tr>
<td>International Relations (AS)</td>
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<tr>
<td>Europe Asia Studies; Politics; Problems of Post-Communism; Post-Soviet Affairs; International Studies Perspectives; Communist and Post-Communist Studies (AS)</td>
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<tr>
<td><strong>Co-Authored Journal Article</strong></td>
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<tr>
<td>Journal of Asian Security and International Affairs (SB)</td>
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<tr>
<td>Health Policy; Tobacco Control; International Journal of Public Health; Salud Publica; American Journal of Public Health (EC)</td>
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<tr>
<td>The Maghreb Review; Georgetown Journal of International Relations; International Studies Journal; Journal of Human Rights; Middle East Policy (MM)</td>
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<tr>
<td>SAGE Handbook of Globalization (AS)</td>
<td></td>
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<tr>
<td>European Security (AT)</td>
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<tr>
<td>European Review of International Studies (AT)</td>
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<tr>
<td>Journal of Women, Politics &amp; Society (JW)</td>
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<tr>
<td><strong>Book Reviews</strong></td>
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<tr>
<td>American Journalism (JD)</td>
<td></td>
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<tr>
<td>International Journal of Turkish Studies (BE)</td>
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<tr>
<td>Human Rights Quarterly (4); Political Science Quarterly; International</td>
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<tr>
<td>Studies Journal (MM)</td>
<td>Slavic Review; Russia in Global Affairs; Journal of Asian Studies; Political Science Quarterly (AT)</td>
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<tr>
<td></td>
<td>International Journal of Middle East Studies; Middle East Journal of Culture and Communication; American Anthropologist (LV)</td>
</tr>
</tbody>
</table>

**Other** [op-ed, news, commentary, etc.]

- OpenDemocracy, Sustainable Security (MM)
- Asia Times, Public Diplomacy, Russia in Global Affairs, Russia Direct, Beijing Strategic Review, Financial World, Russian Analytical Digest, The New Eastern Europe, LA Times, MoscowTimes etc. (AT)

**Grants**

- ATLAS.ti Technology Grant (JD), NEH Summer Seminar (JD); ORSP FOA Mini-Grant 2015-16 (JD)
- ORSP FOA Mini-Grant 2013-14 (KM)
- ORSP FOA Mini-Grant 2017-18 (SS)
- Student Success in the Major CSU Grant (AS)

**National Conferences attended w/paper presented**

| KM: 2015, 2014 (3), 2013 (2) |

**3.4.4 Faculty Service to Department, Campus and Community, 2013-2018**

All of our faculty members contribute on various committees to the department, by serving on at least two committees, with elections held every academic year. Over the past five years, we have had three faculty members serve as chair (one of them as interim), and we
have rotated faculty through the graduate and undergraduate curriculum, hiring and RTP committees. Three different faculty have served as advisors to our International Relations Student Association (IRSA), which includes helping to organize an annual banquet to celebrate our graduates’ academic achievements. Additionally, Burcu Ellis has advised students who publish our IR Student Journal for more than the past five years. Three of our faculty, Juanita Darling, Lucia Volk, and Scott Siegel, are (co)directors of regional studies minors, which includes both advising and administrative responsibilities (see Table 3.16)

Table 3.16: Faculty Service Activities

<table>
<thead>
<tr>
<th>Department Service/Committees</th>
<th>Chair</th>
<th>Graduate</th>
<th>Undergraduate Curriculum</th>
<th>Hiring</th>
<th>RTP</th>
<th>IRSA Advisor</th>
<th>IR Journal Advisor</th>
<th>Minor (Co)Director</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MM, SB (interim), SC</td>
<td>JD, BE, SB, LV, MM, KM</td>
<td>AS, KM, LV, BE, SS</td>
<td>SB(2), JD(2), LV, AS</td>
<td>AT, SB, MM, LV</td>
<td>JD, SS, AS</td>
<td>BE</td>
<td></td>
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<tr>
<td></td>
<td>Latin America (JD); Middle East (LV); Europe (Co-Director, SS)</td>
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| Campus/University Committees | LWP and DRC Committees (BE); ARC Advisory Committee (BE); CSU Student Research Competition Area Coordinator (BE, AS); Research, Scholarship and Creative Activities (AS); Elections Committee (AS); Student Scholarship Committee (AS, LV); Iranian Diaspora Hiring Committee (LV) | Academic Freedom (JD), All-University International Programs (JD; KM); Faculty Honors Committee (LV, SC); Associated Students Board of Directors Faculty Rep (LV); CFA Department Rep and Elections Committee |
Moreover, our faculty members serve on college-wide and university-wide committees, with a notable prevalence of female faculty in these kinds of at-large service positions. All our faculty serve as review editors or journal editors for publications in their respective fields, and they carry membership in important national academic organizations.

Both on campus and beyond, four of our senior faculty were recognized for scholarly achievement in the period under review: Kathleen McAfee’s work on the intersection of environment politics and political economy earned her a research award from the Ludwig Maximilian University in Munich, Germany, which entitled her to a semester-long residency there. Lucia Volk (2016) and Sophie Clavier (2014) were honored with the San Francisco State University’s Distinguished Tenure Track Faculty Award for Excellence in Teaching, given to only one tenure-track faculty a year for the entire university. Additionally, the Middle East Studies Association awarded Lucia Volk their Undergraduate Education Award (2017) for her curricular innovation in the field of Middle East Studies, as exemplified in the interdisciplinary pedagogy that drives her textbook *The Middle East in the World*. Moreover, Burcu Ellis received the inaugural Center for Equity and Excellence in Teaching and Learning High Impact Teaching Award (2018). In terms of public recognition for outstanding teaching, the IR department is quite exceptional at San Francisco State University. Andrei Tsygankov received a book award from the Russian Political Science Association (2015) and his books have regularly been cited as among the “ten best” in the subject of Russian politics by *Russia Direct*. With these prestigious awards, not only do the individual faculty, but also the department as a whole, receive recognition for their high standards and academic excellence (see Table.3.17)

<table>
<thead>
<tr>
<th>Table 3.17: Faculty Awards</th>
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<tbody>
<tr>
<td><strong>Research Awards</strong></td>
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<tr>
<td><strong>Teaching Awards</strong></td>
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</table>
All members of the department contributed to the three main areas of review over the past five years—teaching, scholarship, and service. Still, some imbalances exist. In the area of teaching, an imbalance exists between our lecturers, who teach the larger introductory and other required core classes, and tenure-track faculty who teach most of the elective courses. Some of our faculty teach more graduate classes than others. Some female faculty members carry a larger load in supervisory courses, as well as college and university service. Some faculty members offer a wide variety of courses, requiring significant additional preparation time, while other faculty teach a standard rotation. Some of our faculty regularly receive higher student evaluation scores than others, and the ones that do tend to teach higher enrolled classes and advise a larger number of students. Some of our faculty publish more than others.

Since all these mentioned imbalances include different groups of faculty members, it is impossible to draw a total balance sheet of faculty engagement with distinct red and black markers. This is to suggest future faculty conversations about perceptions of workload distribution and perceptions of level of support for teaching and scholarship, in particular conversations with our two (soon to be three) junior faculty and our three lecturers. More attention needs to be paid to the gendered distribution of service work.

While the members of the RTP committee are tasked with the peer review of courses of their colleagues throughout the academic year, there is no published schedule and review rotation in place. Ideally all senior faculty should be participating in reviewing and giving feedback to younger colleagues, but that kind of distribution of labor is currently not taking place. Lecturers need to be visited more often for peer reviews than tenure-track faculty, and they require detailed feedback in light of their annual reappointment paperwork. It would help to set up a review schedule at the beginning of each semester, in order to ensure that all faculty receive important peer review feedback. Peer review consists of a full class visit and a written evaluation of about a page, alongside the university peer review form. These peer reviews are kept in instructor’s personal files, with a copy sent to the instructor.

As part of informal faculty teaching collaboration, instructors share their syllabi freely amongst each other, especially across sections of the same course, in order to ensure a certain level of standardization. Also, when new courses are proposed, a syllabus has to be reviewed by the department’s curriculum committee for input and suggestions. Similarly, faculty share best practices in their teaching in informal settings, as far as group discussions, powerpoint lectures, and student presentations are concerned.
Research support from the department for its faculty is unfortunately limited. While junior faculty receive some college support, only limited college and university funds are available to associate and full professors. Thanks to our departmental CEL budget, faculty members in the past have received small stipends to defray costs of book or computer purchases, or to pay for research assistants. Through faculty affairs and the dean’s office, travel funds are available, which help defray costs of one or two national conferences a year. Costs of international travel, which most of us need to do to conduct research, requires outside grants or self-funding. At times, our university’s risk management rules require insurance plans that render research travel plans impractical (especially in Mexico and the Middle East).

Upon entering the department, junior faculty receive a copy of the departmental RTP criteria (see Appendix O), and senior faculty meet with the new colleague to discuss questions or concerns. The department has taken great care to maintain high academic standards, while allowing for the variety of publication expectations across various academic disciplines. Equal weight is given to teaching, research and publication, and service at all levels: departmental, college and university, and beyond. Due to the annual review cycle for our junior faculty, senior faculty is able to provide regular feedback on junior faculty’s progress towards tenure. Informal conversations throughout the academic year between senior and junior faculty on topics such as the balance of teaching and research demands, and the ability to combine service with research, are meant to assist junior faculty in achieving tenure. Thanks to the transparency of the tenure review process, negotiated by the California Faculty Association, junior faculty have the right to rebut evaluations they disagree with. The current departmental RTP criteria were discussed and voted on in April 2016, and are in alignment with guidelines from the Office of Faculty Affairs. The criteria are up for review at any time at any faculty member’s request.

The members of the curriculum committee in the IR department meet throughout the academic year to discuss issues with the curriculum and any issues with students’ graduation success. For several years, due to several faculty departures/retirements, we have not had enough tenure-track faculty to cover the core and elective classes in our curriculum, and we needed three lecturers to be able to offer sufficient courses for students to proceed through our program without delay. Since we do require that four of our classes are taken in sequence—IR 104, IR 308, IR 309, and IR 550—all our students need at least four semesters to graduate. Since we have been able to offer some of the core classes in winter and summer sessions, the vast majority of our students has been able to meet the core requirements without delays. Yet it remains a challenge, from one academic year to another, to assess the exact number of core and elective classes to meet fluctuating student demand.

A recent review of undergraduates’ time to graduation within the major—most of our students do graduate within the expected 4-5 year timeframe—resulted in a decision to add more GE designations to existing IR courses, in order to enable our students to double-count our courses and thereby, ideally, allow them to graduate faster. As part of this recent internal review, conducted by members of the curriculum committee, we also reconsidered how many sections of our core classes we need in any given semester. Since we require our students to
meet with faculty each semester—by placing holds on their academic records that prevent them from registering for classes until they obtain a faculty signature—we are able to advise students on the department’s requirement, and in particular, the core sequence. We also actively encourage students to study abroad and count classes taken at foreign universities towards major requirements, which has helped us stretch our elective class offerings further.

3.4.5 Future Projections

In the future, the department faces a number of challenges, which is to maintain adequate faculty expertise in all sub-fields of International Relations, as well as coverage of all geographic world areas.

Currently, we are understaffed in the topics of security, international organizations/law, and post-colonialism/feminism. We are understaffed in important areas of South East Asia, Sub-Saharan Africa, as well as Australia and the Pacific Rim. We no longer employ a former practitioner from the field of diplomacy—after the retirement of David Fischer, a career diplomat of 30 years, who was able to give our students insight into the practice of International Relations. We no longer are able to cover applied courses such as Model United Nations and Model Arab League, which teach important public speaking skills via simulated student conferences. We will need to add new faculty our department, which is difficult in the current budgetary climate.

Retention of junior faculty and lecturers is a point of concern, as the cost of living in San Francisco has risen much faster than instructors’ salaries. Across the board, the university has been losing promising scholars to other, more affordable places of employment. Cost of living is a significant challenge for both faculty and students at San Francisco State University, and it will continue to affect the mission of our program, as well as the university as a whole. The university must work harder to ensure adequate wages for its faculty and staff at all levels.

3.5 Resources

3.5.1 Overview

Overall the Department of International Relations has adequate resources to fulfill its current mission. A faculty of 16, which includes 13 tenure-track (T-T) faculty and 3 full-time lecturers, teach and advise several hundred students in the major. A new T-T full-time professor at the assistant level will join us in Fall 2018. However, there are significant changes on the horizon. Currently, one full-time faculty member is on leave from the Department on a permanent basis, and another is now less than full time (FERP’ing) and will retire soon. In addition, the position of “practitioner in residence” remains unfilled. The Department will need to conduct active searches in the near-term to fill positions to prevent wider gaps in instruction from emerging and further stretching the Department’s resources.
The Department receives only a small amount of funds for professional development, and the amount varies from year to year. There is no dedicated source of funds devoted to faculty at all ranks. Baseline support for equipment is adequate and so too is financial support for faculty to attend conferences and/or give papers at conferences, despite the fact that funds to hire research assistants and to purchase editorial services are lacking. If faculty are expected to maintain an active research program while also maintaining their excellent reputation of teaching excellence, additional funds need to be offered on a regular basis.

The Department has one full-time (non-exempt) academic office coordinator (AOC). This person’s responsibilities involve many different areas related to the Department’s functioning. The AOC is assisted by two students through the federal work-study program. The staff’s performance has been exceptional despite having a broad range of responsibilities and extensive demand for their services by faculty, sometimes on an ad hoc basis that requires quick turnaround time.

With the recent move to the Humanities Building, the Department’s space issues have improved dramatically. Faculty generally have their own individual offices. All classrooms are equipped with adequate audio-visual technology and equipment. There are also spaces for undergraduates to coordinate their own extra-curricular activities.

The faculty’s duties always extend beyond the classroom. One of our main duties is student advising. Advising involves a broad range of topics—from helping students register for classes to providing college or professional career advice to, in some cases, personal counseling. The amount of time our faculty dedicate to advising is substantial but varies significantly across Department faculty members. Students also approach different advisors with different needs at different times of the semester. Independent research has shown coordinated, effective advising can improve retention and graduation rates. A brief overview of the Department’s own performance suggests this could be an area in which major improvement can occur.

3.5.2 Finances

Overall, there are three options for professional development funds: 1) the departmental College of Extended Learning (CEL) fund, 2) Faculty Affairs, and 3) the Dean’s office. The latter two options are restricted to travel funding for conference presentation. The amount that we can offer to the faculty each year depends on CEL funds distributed by the college. Currently, we lack funds specifically allocated for lecture series and workshops, but we are able to offer honorarium to guest speakers from our CEL money or, in the case of guest speakers of IR 550, course fee specific to IR 550. We receive no funding for the research assistants. In the case of teaching assistants, they will earn credits in IR 685 and IR 704 without receiving any monetary compensation. In the previous years, we have had support from Instructional-Related Activities Committee (also known as IRA Committee) for field trips for the Model UN and the Model Arab League. These courses have been discontinued for the time being due to staffing and low enrollment. The IRA Committee has provided
limited support for student field trips for the Model EU. The two Model EU simulations in which IR Department students have in the past two years participated have indeed been funded at the departmental level.

3.5.3 Staff
The Department is staffed by a full-time Academic Office Coordinator (AOC) and is assisted by two work-study undergraduate students. The AOC’s duties and responsibilities are broad and are crucial to the Department’s smooth operation. Supervised by the Department Chair, the AOC performs a variety of tasks. The AOC manages the Department’s funds for professional development and incidental expenses. The AOC ensures the Department complies with all University policies regarding travel, reimbursements, and use of the Department’s procurement card.

The AOC also plays a significant role in advising students. The AOC notifies students when they have a hold on their registration because they require mandatory advising, explains how to remove it, and then processes the substantial amount of paperwork that follows. The AOC informs students if they have properly completed the forms and documents necessary for registration and graduation. The AOC also coordinates with faculty regarding these issues and provides guidance about the proper procedures to follow. The AOC also facilitates changes to student curriculum, when necessary, and manages the Department’s website. The AOC also acts as an interlocutor between faculty and College administration. The AOC’s performance plays no role in her salary. Instead, the AOC is rewarded in the form of faculty complements and culinary delights.

The AOC supervises two work-study students. One work-study student assists the AOC in basic office duties related to the Department’s day-to-day operations. This includes answering phone calls, scanning and copying documents for office use, and compiling course and faculty schedules. A second work-study student serves as the Department’s internship coordinator. This person plays a valuable role for IR students. Internships play a vital role in the student’s education experience and help them develop possible future career pathways. An internship coordinator relieves the burden students otherwise would have trying to find an appropriate internship on their own. The internship coordinator researches relevant internship opportunities, notifies students and faculty of them, and collaborates with members of other academic departments to keep an updated list.

3.5.4 Equipment and Space
In recent years the Department’s space and equipment resources have improved significantly. IR Dept. controls HUM 281. All IR 550 classes (six classes: two sections in the fall, three sections in the spring, and one section in summer) are scheduled in our own classrooms. HUM 281 has 50 students capacity. There are the total of 13 faculty offices. There is an ample department office and a space for a copy machine, mailboxes, fax machine, several
cabinets containing all important faculty and students’ files, as well as space for our student assistants. There is adequate classroom space, and the AOC is able to exercise full control over scheduling to ensure the faculty’s needs are met. In addition, the Department has a special briefing theater. With the exception of one member, all Department faculty have their own individual offices in the same building. However, those offices are distributed across different floors, which can inhibit day-to-day faculty interaction. Almost all faculty teach in classrooms located in the same building. The classrooms are equipped with modern audio-visual equipment. The rooms are intended to accommodate lecture-style instruction. Undergraduate IR students also have access to their own student lounge, where they can commiserate, study and where the student-led International Relations Student Association holds regular meetings. The equipment does enable some forms of alternative lesson designs, such as the use of videos or interactive software tools. Most faculty report using this equipment in their own lectures or classroom instruction. The library holds extensive collection of International Relations journals, scholarly monographs, and edited volumes, and both faculty and students can turn to the very competent Ms. Mira Foster, International Relations Librarian, with all their questions.

3.5.5 Student Advising

Recent research documents how important advising is to student success. According to the National Student Clearinghouse Research Center, only 53% of college freshmen finish college in 6 years. For the 2008 cohort, the 6-year graduation rate at SF State was 49%. In the International Relations Department, the 6-year graduation rate was 53% for incoming true freshmen, and 75% for transfer students. This rate is drawn from a sample of only 30 students who started in 2011. Although a very small sample, these rates are troubling and show there is significant room for improvement. Professor Amy Skonieczny recently led a 4-person faculty Department committee to assess the issue and find effective solutions. Among them was clarifying to students what the major’s course requirements are, their proper sequencing, and ensuring they enroll at the appropriate time. The International Relations website was also significantly improved to enhance student understanding.

Student advising is a significant component of our faculty’s time outside the classroom. The Department has mandatory advising. About a month before registration, IR majors that are graduating or have accrued more than 30 units are notified in a mass email by the AOC that they have an advising hold. They must then see a faculty member to have that hold lifted in order to register. As the priority registration deadline nears, the AOC notifies individual students if they have holds on their account. The faculty member then usually meets with the student for 5-10 minutes, although it can vary based on the issues involved. The faculty member reviews with the student his or her performance and explains which courses or units must still be completed. In some cases, the advising ends there. In other cases, students will return for further advisement.

All faculty hold office hours of at least 4 hours a week on campus. Most faculty report seeing between 4-6 students per week during office hours. Several faculty members report
frequently meeting with students also over the phone or via Skype outside of those scheduled times. In a recent survey of 12 TT members and 1 Lecturer, about half of them reported meeting with students “very frequently” over the course of a semester, while the rest reported a “moderate” amount or less. Half of the faculty met with 10 or more students per semester for advising, with a few meeting with more than 30 students. More than half of faculty report spending 10 minutes or more meeting with students during or outside regular office hours.

When students do visit faculty during office hours, almost half of the time are coming to have “holds” on their course registration lifted and rarely appear again, at least with the same advisor, although most faculty report meeting with students throughout the semester. When students do seek advising, some faculty report that they go over class assignments or discuss the major. A small number of faculty report discussing a wider variety of issues with students, including any life or personal challenges they are facing. Finally, only one faculty member is responsible for graduate student advising, which can include 12-14 students.

Given the Department has approximately over 300 student majors, faculty do and must play a significant role. IR faculty advisors help students with their assignments and course material, guide them through their major, and even provide necessary career or life advice, and, not infrequently, when they are having a personal crisis. Therefore, the IR faculty’s advising role is decidedly different from that of the University’s Undergraduate Advising Center and the College’s Advising Resource Center. Those offices have professional advisors that assist students with general advising issues, helping them understand campus policy, and work with advising software.

The IR Department does not track with whom a student has met for advising, either once or over the long-term. It does not assign students to a particular advisor. The faculty themselves report that students select an advisor mainly based on personal rapport between the student and the professor or with whomever happens to be available when the student is made aware of a hold on their registration. Faculty advisors may meet once with a student and never see them again, form a relationship throughout a student’s college career, or of some other length of time. The Department does not track student success over time. No faculty is permanently assigned to a student throughout the duration of their major. We do not have any special tutoring services for students struggling in the major, except for those the University offers. The Department does not keep its own records of overall student performance across time. Similarly, the Department does not have a system in place to give the Chair, an advisor, or the students themselves notification of when they are in danger of not completing the major on time, which could lead to delays in graduation or even dropping out of the program entirely. In brief, while advising is central to the Department’s mission and student performance, no metrics are collected assessing its effectiveness, the responsibility is distributed unevenly among faculty for a variety of reasons, and we do not even know how many students receive no advising at all and at what stage in their college career while in the major.

### 3.5.6 Conclusions and Reflections
In general, the International Relations Department has the bare necessary resources to accomplish its mission. The Department’s staff is exceedingly professional and probably insufficiently recognized given the AOC’s broad set of assigned duties. Our AOC is crucial to the smooth operation of the Department. Classroom space and equipment meets its needs. Faculty have adequate workspace but it is not conducive at the moment to developing a collegial environment. Yet, relocation of faculty offices closer to each other is unlikely to make a significant difference given our different teaching schedules and commuting patterns. Students have their own spaces as well to meet and commiserate.

This review has identified two important, and interrelated, sources for resource improvement. First, inadequate funds are offered for professional development and are available on an irregular basis. To enable faculty to maintain their strong record of research and scholarship, professional developments funds must be made available on a more regular basis. Additional funds are needed to support conference travel, field research, and other activities. In particular, one large gap exists in the Department’s program. Despite the vast diversity of research perspectives and disciplines represented by our faculty, faculty rarely have the opportunity to share their research with other faculty members or host visitors from other universities to conduct talks or workshops. The faculty’s teaching load and various schedules are unavoidable obstacles to creating more intellectual opportunities that involve intra- and inter-departmental collaboration. Yet, with the appropriate resources and encouragement by senior faculty, a more intellectually rich environment comparable to other University departments is possible.

While support for professional development is important, those resources depend on faculty having the opportunity to utilize them. The heavy teaching load and advising duties raise significant doubts about whether that is realistic. The Department’s curriculum and teaching duties are addressed in a different section of this report. Here we should focus on advising duties. They consume a significant amount of time but is severely imbalanced among faculty members. Given advising duties are unevenly shared, it is difficult to expect those faculty members to devote any additional spare time to professional development activities on campus, especially since so many faculty members live a great distance from campus.

Currently, we do not know if the time and energy spent on student advising is effective. Our average rate of graduation (for real first-time freshmen) does show some weakness compared to undergraduate programs. The Department started addressing the problem with a special committee last year, and we hope to see the effects in the future. Yet, without adequate data and metrics, we have little way of knowing what factors are most responsible for the mediocre graduation and retention rate. Based on a recent survey of faculty, what student advising consists of and its duration varies significantly across the Department. Hopefully, the gradual introduction of new advising software in AY 2018-2019 may help us better track student success over time. In the meantime, the Department will need to monitor closely graduation and retention rates and perhaps develop pilot projects that may address both the imbalance in advising duties and our knowledge of its effectiveness.
4 Conclusion

Strengths

The signature strengths of the International Relations Department, one of the oldest in the nation, lie in its diverse faculty who offer courses in theory, as well as specialized regional and issue-specific courses that perfectly match with our students’ diverse needs and preferences. Our majors have been and are able, upon close contact and vigorous consultation with our faculty, to develop individual areas of specialization within geographical, functional (e.g., international political economy), problem-oriented (e.g., terrorism, security, and arms control), theoretical/methodological and other categories. Field work has also been a key part of our focus in advancing this specialization. The emphasis on elective courses of study has facilitated many dynamic interactions and meaningful communications between our advisors and their students on a regular basis. Furthermore, the IR department will continue to demonstrate excellence with continued and renewed resources and support of the Liberal and Creative Arts College and the broader SFSU administration’s goals. The IR department constitutes a critical component of undergraduate education at SFSU and, upon reflection, will continue to grow and evolve in response to the needs of SFSU students and the demands of a globalizing world.

The IR Department has maintained a rigorous process of program planning. It has been hiring and appointing faculty in response to areas of disciplinary need and student interest. Our latest hires are in the areas of international social movements and China’s role in the rapidly changing world of international relations. Both these areas reflect a growing disciplinary need for diversity as well as the role of student interest and preferences. Likewise, the IR Department has demonstrated success in student learning outcomes. Our four-year graduation rates have kept pace with the College and the University. Another indicator of excellent student learning outcomes is the internship sites of our MA students who have completed internships in government, including at the highest levels, in private companies, in NGOs, and non-profits.

Our Master’s degree program offers many courses in our curriculum that study specific areas of the world from diverse theoretical, historical, and contemporary perspectives, underlining the dynamic interaction between IR theory and foreign policy, political economy and international security, and non-state and transnational actors. Culminating experiences under the Master’s degree program have successfully blended both an academic track and a professional track. Across the board, our IR faculty have been engaged in important scholarly work, resulting in peer-reviewed academic publications, conference presentations, contributions to print news and social media, as well as grant applications. Our graduates have found employment in the foreign and security sections of the US federal government, as well as in private companies and non-profits.

Our faculty have a strong commitment to both teaching excellence and innovative research. Several of our faculty have won the University’s top award for excellence in teaching. The faculty also has a very strong record of research. Our faculty have published books and edited volumes with the most prestigious academic publishers, including Cambridge
University Press and Oxford University Press. Faculty members have published articles in the period under review in prestigious journals. At the College level, our faculty have served on important committees such as the CSU Student Research Competition, Research Scholarship, and Creative Activities, and Iranian Diaspora Hiring. At the University level faculty have served on the Academic Freedom and International Programs committees, the California Faculty Association and as faculty representative on the board of Associated Students.

**Pressing Challenges and Priorities**

The IR Department faces a multitude of pressing challenges. Among others, some female faculty members carry a larger load in supervisory courses, as well as college and university service. Some faculty members offer a wide variety of courses, requiring significant additional preparation time, while other faculty teach a standard rotation. Some of our faculty regularly receive higher student evaluation scores than others, and the ones that do tend to teach higher enrolled classes and advise a larger number of students. Some of our faculty have active research projects and regularly participate in professional conferences whereas others are less engaged with the professional community. The department needs to standardize its revision process and implementation of its online courses, in order to facilitate student access to courses and timely completion of the mayor.

The Department receives only a small amount of funds for professional development, and the amount varies from year to year. There is no dedicated source of funds devoted to faculty at all ranks. Long-term retention of the Academic Office Coordinator (AOC) is jeopardized by salary stagnation despite increasing responsibilities. Furthermore, with several senior professors going on Faculty Early Retirement Program (FERP), the Department faces new challenges in terms of recruiting junior faculty in the coming years. The Department clearly needs to gain expertise in Africa. In the longer term, IR Department should hire faculty with expertise in global environmental politics and global gender politics.

Resources at the University level that could accommodate alumni activities are not always accessible to departments. Graduate Programs need university support to reach out to the diverse and well-established professionals such as those who have graduated from the IR department.

Our top priorities include expanding student learning and achievements, including offering wide-ranging courses and providing the most efficient time to degree and increasing the retention rate as best as we can. Our plan includes revising both the undergrad and graduate curriculum. For instance, at the graduate level, a revised IR 751 Methods course is now offered at least once every two years, instead of having to seek methods courses in other departments.

**Our Plan of Action**

Our future plan is to seek new faculty lines in areas such as international security, environmental issues, and global gender politics. Our emphasis will be on hiring assistant level, tenure-track professors. Our targeted outreach plan with international students has been successful and it will become a core part of our strategy in the coming years with regard
to high school students. This strategy will be followed by seeking synergy and coherence between our graduate and undergraduate programs.

By encouraging our students to work with non-profits, NGOs, and/or state institutions—either through internship or paid positions—our strategy is predicated on striking a proper balance between fostering critical thinking on the one hand and solidifying career-oriented opportunities on the other.

We will make a concerted effort to increase our only academic office coordinator’s salary commensurate with her responsibilities and experience. The most important improvements to the IR undergraduate curriculum have thus far stemmed from the Student Success in the Major Grant and the course offerings. This Grant has allowed for systematic reflection of the core, elective and GE course offerings. No changes to the core curriculum have been made—at least for the time being. The undergraduate curriculum committee, however, is looking at maintaining the proper balance of core, elective, and GE courses and that ensuring that they are offered at appropriate intervals and that the widest possible range of courses would be offered to students, including new courses.

Appendices
Appendix A: Student Success in the Majors Report

Student Success in the Majors Initiative-International Relations, SFSU

Dr. Amy Skonieczny

Spring 2017 Semester Report

Overview of Progress-Spring 2017

In January 2017, I solicited interest from our department to form a Student Success in the Major Grant Committee with particular emphasis on GE/Course development. We formed a committee of five tenured/tenure track faculty including: Amy Skonieczny, Grant Administrator, Burcu Ellis, Lucia Volk, Juanita Darling and Scott Siegel. We met formally four times and informally via email throughout the semester as issues arose.

Department Goals:

Our primary objectives were:

1) Assess and develop our current department and cross-listed GE offerings including which requirements and SF Studies areas (led by Lucia Volk)

2) Review and Improve our departmental advising information to clarify and stream-line our faculty advising process (Burcu Ellis)

3) Review, Revise and Improve our department website with new updated information (Scott Siegal and Amy Skonieczny)

4) Review GWAR, Emphasis and Core requirements (Juanita Darling and Amy Skonieczny)

Progress

1. Improve GE Offerings

GE Offerings (See additional report)

Our research into this issue showed that there were more GE options for IR students than originally thought if cross-listed courses were included. For example, here are our current GE offerings including cross-listed courses mostly with Political Science.

*Upper division GE:*

<table>
<thead>
<tr>
<th>UD-C</th>
<th>IR 315 Intro to Global Peace Studies [cross-listed]</th>
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<tbody>
<tr>
<td>UD-D</td>
<td>IR 310, IR 322, IR 324, IR 335, IR 336, IR 404, IR 407, IR 411, IR 416, IR 430, IR 445, IR 530, IR 544</td>
</tr>
<tr>
<td>Area E</td>
<td>none in IR; [Volk’s MEIS 300 Intro to the Middle East and Islamic Studies, which is also an non-IR elective and CS class for the major]</td>
</tr>
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*SF State Studies:*

<table>
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<tr>
<th>Global Perspectives</th>
<th>IR 104, IR 306, IR 310, IR 315, IR 322, IR 324, IR 326, IR 331, IR 335, IR 336, IR 404, IR 407, IR 411, IR 412, IR 413, IR 416, IR 430, IR 530, IR 544</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice</td>
<td>IR 104, IR 315, IR 331, IR 544</td>
</tr>
</tbody>
</table>
Environmental Sustainability  |  IR 104, IR 315, IR 324, IR 331  
American Ethnic and Racial Minorities  |  IR 310, IR 335

In order to improve, we decided to solicit course proposals from our faculty and offer a $200 honorarium to faculty to develop a new GE course or redesign an existing course into GE if it included either a UD-C designation or SF Studies in SJ, ES or AERM.

**Findings:** The GE problem was not as bad as it originally seemed but there is motivation to continue to develop upper division GE with particular emphasis on the under-represented areas. Mid-way though the semester, we were informed that a class that Amy put in last Fall, IR 310, a core-required class was approved for GE in UD-D with GP and AERM so that was a huge improvement since it is a required class for all majors.

Additionally, our research into the GE issue revealed that improved advising guidelines were needed especially in the areas of SF Studies requirements and the complementary studies requirement. We then spent additional time thinking about how to improve our communication and thus our advising to students. (see more on this below)

**Next Steps:**

We received several new course proposals for GE and proposals for course revisions to extend SF Studies requirements to existing courses.

Our plan is to support faculty course proposals over the summer with plans to submit them in August when the course approval process opens for the fall. By 2018 we hope to have added:

New courses:
- IR and Film (LD-D; GP; SJ; AERM)
- Women, Media and IR (UD-C; GP; SJ)

Revised existing courses to add SF Studies:
- Social Justice
  - IR 306: U.S.-Central America Relations
  - IR 322: Latin American Policy
  - IR 452: International Media Politics
- American Ethnic and Racial Minorities
  - IR 306: U.S.-Central America Relations
  - UD-C
    - MEIS 301: Islam
  - UD-E
    - IR 452: International Media Politics
2 and 3 Improve Advising and Streamline Success Information

2) Review and improve our departmental advising information to clarify and streamline our faculty advising process (Burcu Ellis) and

3) Review, revise and improve our department website with new updated information (Scott Siegel and Amy Skonieczny)

We updated a faculty handout with current advising information to be distributed to faculty and our assistant reviewed the degree progress report with faculty during our last departmental meeting. We also are in the process of updating our department website with the implemented changes and making the requirements clearer as well as advising info clearer on the webpage. We were fortunate to contact the college just in time to be one of the first departments to undergo the college-level webpage rollout for LCA. We should have a new webpage up in 2-3 weeks.

Changes to the Major

4) Review GWAR, Emphasis and Core requirements (Juanita Darling and Amy Skonieczny)

We had many discussions about GWAR, core course sequencing, the elective emphasis and collected data from our IR 309 courses in terms of feedback from students as well as enrollment data. We had two IR 309GWAR instructors from this semester conduct a survey of students to identify potential pre-requisite blocks that had them taking the class this Spring. IR 309GWAR is a pre-requisite for our IR 550, which means that many students in GWAR this spring potentially were delayed in graduation. We found a mix of reasons why students were in this class and no conclusive evidence that it was due to poor advising or core course sequencing.

Findings:

We agreed to explore adding additional thematic GWAR sections but could not agree on any curriculum changes to the core at this time.

We agreed to drop the emphasis requirement for the major.

We discussed the pre-requisite/course sequencing for core but ultimately decided to keep our existing core in place and to instead improve our advising to students.

Conclusion

The collaboration of the committee is a welcome infusion of energy into rethinking and revitalizing our commitment to student success and I have no doubt this will be an on-going collaboration beyond the grant. We made some significant changes in terms of course offerings, clarification and the elimination of the emphasis requirement. Moreover, we committed to better communication to students about progress towards graduation via advising and the IR dept website. We received commitment from the dept chair for our committee input into the scheduling of classes to better align with graduation requirements such as rotating GE offerings and making sure enough sections of core are offered.

Summer 550

While not a specific goal of our grant, the issue of Summer IR 550 arose during this semester and became an opportunity to help more of our students graduate on time this year. Our committee was vital to ensuring that two sections of IR 550 – our capstone course – are offered this summer for the first time. One will be offered online to improve access for students who need just this class to graduate but have moved away from SF. We currently have almost 40 students enrolled for the two summer sections – more than double our usual enrollment. We hope to see these new graduates reflected in improved graduation rates for next year.
Appendix B: 5th Cycle Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING SAN FRANCISCO STATE UNIVERSITY INTERNATIONAL RELATIONS PROGRAM

Introduction
The San Francisco State University International Relations Department, housed in the College of Behavioral & Social Sciences, offers both a B.A. and an M.A. degree program in International Relations. The department undertook a self-study of its degree programs, which was followed by an external review by two reviewers and an internal review by the Academic Program Review Committee of the Academic Senate. APRC's report indicated that the department is recognized as having "an excellent program and one that has pioneered many of the best aspects of international relations teaching and research. Among the strengths of the Department is the culture of hard work and high expectations it has created for its students. Another is the professional activity of the faculty. Challenges facing the Department arise primarily from a decrease of faculty and the sometime consequent difficulty of delivering the curriculum and providing students with comprehensive theoretical and methodological training."

Action Plan
Based on the outcome of the program review, the College of Behavioral & Social Sciences and the International Relations Department will take the following actions:

Curriculum and Assessment
1. The department will make changes in IR 200 [formerly IR 300] and 308 to provide students with more comprehensive historical, geographical, theoretical, and thematic perspectives.
2. It will restructure IR 200 and IR 600—"the formative and summative bookends" of the department's undergraduate assessment process—in order to continue ongoing assessment efforts and better integrate assessment into the curriculum.
3. It will develop and implement better assessment instruments for use in program improvement.
4. It will expand curricular attention paid to post-structuralist and feminist theory.
5. It will introduce a new course on Gender and International Relations at both the graduate and the undergraduate level.
6. It will improve its internship procedures and student internship experiences on both the graduate and undergraduate levels. Attempts will be made to expand internship opportunities and counsel students seeking internships, especially on the graduate level.
7. It will continue to ensure that its curriculum teaches students how to engage in intellectual and civil discourse on volatile issues.

Faculty
8. The department has recently successfully completed three tenure-track searches in the following areas: Globalization, International Legal Studies; and International and Transnational Relations of Muslims Societies and Communities. It will proceed to take steps to ensure that the new faculty members hired will be integrated into the department and will receive appropriate support and mentoring.
9. In future searches, the department will continue to be sensitive to the need to hire individuals diverse in gender, ethnicity, and intellectual perspectives.

Students and Alumni
10. The department will expand opportunities for communicating with students.
11. It will develop and provide students with a two-year course schedule.
12. It will develop and implement a better program of student orientation and advising, including on-line and web-based advising.
13. It will attempt to improve its web presence and to place all course syllabi on the web for student use.
14. At the graduate level, the department will evaluate its admission requirements and procedures and develop a plan to increase the size and the quality of the applicant pool.
15. The department will develop a plan for improving contacts with alumni.
16. In all of its curricular and co-curricular offerings, the department will encourage diversity of perspectives on the part of both students and faculty and uphold the right of every student and faculty member to be treated fairly and respectfully.

17. It will continue to take an active role in university-wide activities designed to foster an atmosphere of civil discourse on campus.

Resources Needs

The Dean and the Provost acknowledge the following resource requests from the International Relations Department. These requests will be considered as part of the standard budget process:

1. New faculty positions in the following areas of specialization:
   - Country Risk Analysis, perhaps shared with International Business
   - International Non-Governmental Organization/Administration, perhaps shared with Public Administration
   - International Relations and the Media, perhaps shared with Journalism

2. Released time for faculty to coordinate advising activities, internship endeavors, and relations with alumni

3. A copy machine for the IR Lab and the PSIRUS Lab

4. An instructional support package including scanners, overhead projectors, and a digital camera

5. Wall maps of the major geographic areas

6. Funds for graduate assistants

7. Funds for faculty travel to professional conferences

8. A permanent office coordinator

Provost's Statement

The following statement from Provost John Gemello is intended to provide a context for addressing resource-related issues in all Memoranda of Understanding: “Student demand is growing in nearly all areas of the curriculum, yet the campus will not be able to grow to meet this demand. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase appreciably beyond current levels. Therefore, all academic units are being asked to examine the depth
and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Behavioral & Social Sciences and the International Relations Department must look at their ability to offer the full array of current programs and emphases over the next several years in light of the need for reallocation of resources within the College and across the campus."

Authorization

We hereby approve this Memorandum of Understanding:

John M. Gemello, Provost and
Vice President, Academic Affairs

Joel Kassiola, Dean,
College of Behavioral & Social Sciences

Ann Aviel, Chair
International Relations Department

7/25/03
Date

7/28/03
Date

2/28/03
Date
Appendix C: 6th Cycle Review CAM recommendations
CONCLUDING ACTION MEMORANDUM
SAN FRANCISCO STATE UNIVERSITY
DEPARTMENT OF INTERNATIONAL RELATIONS

Fall 2011

Introduction

The San Francisco State University Department of International Relations offers a bachelor of arts, a minor, and a master of arts degree. Recently, as a part of the SF State campus reorganization, the department was moved from the College of Behavioral and Social Sciences to the College of Liberal and Creative Arts. The completion of this review was delayed for a year and a half while the university underwent college reorganization.

As noted by the external consultants, the faculty are clearly student centered, offering quality in graduate teaching to mid-career students who wish to “re-imagine their work lives.” At the same time, the faculty was also praised for their research productivity and the placement of their work in significant journals. To be commended for both teaching and research signifies a department that is fulfilling the unique vision of the CSU system.

For this review, the department undertook a self-study of its programs in spring 2008. The self-study was followed by an external review by two consultants: Professor Constance Anthony of Seattle University and Professor Dipak Gupta from San Diego State University. The external review was, in turn, followed by an internal review from the Academic Program Review Committee (APRC) of the Academic Senate, which examined all documentation from the department and the external review. This Concluding Action Memorandum from the Provost finalizes the sixth cycle program review for the Department of International Relations.

Commendations

The Department is commended for:

- Extensive international and community service work
- The accomplishments of its alumni
- Faculty commitment to teaching and student learning
- The research productivity of the faculty
- The commitment to raising academic standards for applicants
Action Plan

Based on the outcome of the academic program review and on the discussions resulting from this review, the Department of International Relations will take the following actions.

Curriculum

- The department responded at great length to the APRC suggestion that it share curriculum with the Department of Political Science. It is clear that considerable collaboration exists. The department should engage in serious discussions with the Provost, the dean, and the Department of Political Science regarding collaboration on a number of fronts and a possible merger of the two departments.
- We are pleased that the department has developed a rubric for evaluating theses. Using the rubric, the department should include an analysis of thesis work in its next assessment report, which is due June 30, 2012.
- We are also pleased that the department has been able to develop a plan and process for continuing the internship. Analysis of the effectiveness should also be included in the June 30, 2012 assessment report.

Faculty

- We acknowledge and appreciate the work that the department has done to upgrade its website. Faculty should continue to maintain the updated website.
- The department should work with Graduate Studies to obtain results from the graduate exit survey, which is currently under development. Data from the survey should be incorporated into the department's program assessment reports.

Provost's Statement

The following statement from Provost Sue Rosser is intended to provide a context for addressing resource-related issues in all Concluding Action Memoranda: “Student demand is growing in many areas of the curriculum. Furthermore, given the current fiscal setting, we do not expect that overall funding for programs will increase at all beyond current levels. In fact, in the current financial environment, we expect that funding will likely be further diminished. Therefore, all academic units are being asked
to examine the depth and breadth of offerings in their programs and to assess the extent to which they can be sustained. Accordingly, as with all academic units in the University, the College of Liberal and Creative Arts and the Department of International Relations must look at their ability to continue to offer the full array of current programs over the next several years."

Authorization

We hereby approve this Memorandum of Understanding:

Sue V. Rosser, Provost

Paul Allen

Paul Sherwin, Dean

Sanjoy Banerjee, Chair

Date 4/5/12

Date 4/5/12

Date 4/5/12
Appendix D: High Failure Classes in IR Department

High-Failure-Rate Classes (% of D, F, and WU >= 15%)
(prepared by Institutional Analytics, 7/24/2017)
Notes: %DFW = (D+, D, D-, F, WU)/(Total (without I, RD, RP); Classes with GRD Grade Basis Only

<table>
<thead>
<tr>
<th>Department</th>
<th>Course ID</th>
<th>Course Title</th>
<th>Semester</th>
<th>Total Enrollment</th>
<th>Total (w/o I, RD, RP)</th>
<th>% DFW</th>
</tr>
</thead>
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<td>I R 0412</td>
<td>SOUTH ASIAN POLITICS</td>
<td>Fall 2016</td>
<td>9</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>Relations</td>
<td>01</td>
<td>WOMEN IN THE WORLD STUDIES</td>
<td>Fall 2016</td>
<td>18</td>
<td>18</td>
<td>22%</td>
</tr>
<tr>
<td>International</td>
<td>I R 0104</td>
<td>INTRO TO GLOBAL PEACE STUDIES</td>
<td>Spring 2017</td>
<td>6</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>Relations</td>
<td>01</td>
<td>INTRO TO WORLD AFFAIRS</td>
<td>Spring 2017</td>
<td>20</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>International</td>
<td>I R 0104</td>
<td>INTRO TO WORLD AFFAIRS</td>
<td>Spring 2017</td>
<td>97</td>
<td>96</td>
<td>18%</td>
</tr>
<tr>
<td>Relations</td>
<td>03</td>
<td>INTRO TO WORLD AFFAIRS</td>
<td>Fall 2016</td>
<td>109</td>
<td>109</td>
<td>17%</td>
</tr>
<tr>
<td>International</td>
<td>I R 0104</td>
<td>INTRO TO WORLD AFFAIRS</td>
<td>Fall 2016</td>
<td>37</td>
<td>37</td>
<td>16%</td>
</tr>
</tbody>
</table>
Appendix E: 2011 GWAR Assessment

MEMORANDUM

To: Mary Soliday
From: IR Department GWAR Writing Assessment Committee
Juanita Darling, Burcu Ellis, Amy Skonieczny
CC: Sanjoy Banerjee, IR Department Chair
Date: March 31, 2011
Re: Writing Assessment Report

The International Relations Department conducted a writing assessment that compared papers from the department’s GWAR class, IR 309, with those from IR 550, IR department’s capstone senior seminar course. IR 309 typically requires a 20-25 pages long paper that sustains an argument related to international relations issues, and presents relevant theory and data. IR 550 papers are 40-60 page original research papers that comparatively address an international relations topic through literature review, cases and analysis. The aim of the study was to determine whether student writing improved as students progressed through the program and whether the GWAR course provides adequate preparation for student writing, as reflected in capstone senior seminar. In March 2011, a total of 13 students from Spring 2009, and Fall and Spring 2010 semesters were randomly selected and their papers were anonymously reviewed by the committee members. In each case, the 309 and 550 final papers from the same student were uploaded on ilearn and evaluated by the same reader according to the attached rubric (Appendix A).

Some papers were reviewed by multiple readers to assess differences in grading scales. While some differences in scale were noted, the tendency was uniform (see Appendix B), indicating that the qualitative observations were valid across reviewers. However, those differences, combined with the small sample size, rendered an attempt at quantitative analysis inconclusive. The committee collectively reviewed evaluations and made the following observations and suggestions:

Observations

1) The overall quality of the writing is good and students seem to have a respectable understanding of academic writing styles. All papers had citations, introduction, literature review sections, detailed cases and some conclusions that supported the original argument. In each case, the students had worked hard to provide 20-45 or more pages of coherent writing.

2) Members of the committee who teach IR 308 classes were impressed by the quality of the 309 papers as students learn to write in the 309 GWAR classes in a way that brings together theory, arguments and data. The 309 classes seem to do their job well for the students to get to this level.

3) In the 13 pairs of paper reviewed, total points increased for most students between the two papers, indicating positive progress. The level of that progress, however, depended on the student. A weaker writer in 309 showed less improvement in 550, whereas stronger writers seemed to benefit more from being taught both classes and were able to make significant progress.

4) When the student was able to work on the same/similar topics for the two papers, the progress from 309 to 550 was more pronounced.

5) Students struggle the most with their theoretical background in the 309 papers. In almost all the cases, students had found useful theory but they were not as able to articulate it well or did not understand it well enough to present it effectively. By the 550 class, students displayed better comprehension of their theoretical background, as well as their arguments. The committee members were impressed with the quality and sophistication of the literature reviews in the 550 level.
6) Students sometimes had difficulty incorporating opposing ideas in the 309 papers, even though they presented on these during debates in class. In 550 papers, they displayed a stronger ability to write about opposing views or debates in their fields yet still hold their own arguments.

7) Data quality in the case studies did not match the quality of the literature reviews and included problems such as lack of primary sources, data accuracy and incorrect inferences. The committee indicated that the difficulty of writing literature reviews may have led to increased emphasis in that direction at the expense of data collection and analysis.

8) Students were often able to address relevant theory and present interesting data, but not able to tie them together effectively in the analysis sections of the papers. Most papers suddenly ended rather than elaborating on the main points of analysis.

9) Most of the bibliographies were comprehensive and accurate. Bibliography habits sometimes seemed harder to fix, as students often made the same mistakes in both papers.

10) Citation habits significantly improved between the two papers, as students used more sources and were expected to provide more accurate references.

11) Committee members observed that font uniformity is an area that loses its coherence as the paper gets longer in 550.

12) Grammar mistakes, verbs/spelling varied in terms of writing. The longer paper obviously challenges students, but students who wrote strong papers in 309 were able to improve their grammar accuracy as they moved through the program. The committee was most impressed with ESL students’ ability to write the longer papers well in spite of language difficulties.

13) Overall, the progress in the points is appropriate to the level of the student in the program. Students are writing long texts in their fields with arguments, theory and data. 309 papers seem to provide a strong leverage for the students to be able to perform to the levels they need in the capstone 550 papers.

Our recommendations for the future are:

* An increased focus on data collection, presentation and analysis as well as promotion of varied types of sources and more primary data for the case studies in the papers.

* Incorporating the debates on IR topics that students undertake in 309 into the paper to indicate the existence of opposing views and rebuttals.

* Emphasizing the analysis section in 550 papers for students to link their theory and data and reiterate their arguments.

* Working with low-performing students to stimulate improvement in writing so that the modest gap between different levels of papers decreases.

Appendix A

Evaluation rubric

<table>
<thead>
<tr>
<th>Student #</th>
<th>309</th>
<th>550</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a clearly stated argument</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Literature review</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The theory is based on scholarly sources</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>The theory includes the most current thought on the topic</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>The theory is coherent and taken together demonstrates a thorough, nuanced understanding of the paradigm</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>The paper explains the theory in the context of the paradigm, addressing it in the context of opposing views</strong></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All the data (facts) are accurate</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The data are from reliable primary sources representing various nations or languages</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>There is sufficient, varied data to demonstrate patterns that persuasively support the arguments</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The data conclusively lead to the inferences, undermining opposing arguments</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The data lay a strong historical context for understanding the most recent developments</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Argument and Analysis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bibliography is complete and in correct academic style</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The theory is applied to the data, demonstrating a nuanced understanding of both that leads to a convincing conclusion</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The paper recognizes and responds to opposing views</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Fundamentals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tone throughout is elegant and in keeping with scholarly standards</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The citation style is correct</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The Font is uniform</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Grammar, punctuation, spelling, word use and verb tense are correct</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The bibliography is complete and in correct academic style</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Inter-coder reliability

**Compare 1&3**

- Graph showing comparison of evaluations between codes 013-1 and 013-1 across various evaluators and categories.

**Compare 2&3**

- Graph showing comparison of evaluations between codes 012-1 and 012-1 across various evaluators and categories.
Appendix F: SF Scholars (Blended) BA/MA Pathways

SF State Scholars
International Relations

Freshman

Sophomore

Junior

Senior

Graduate

Fall | Spring | Summer
---|---|---
GE LD | IR 104
GE LD | GE LD | GE B UD
GE LD | GE LD
GE LD | GE LD
GE LD | GE LD
GE LD | GE LD | GE LD
GE LD
GE LD | GE LD
GE LD | GE LD
GE LD | IR 309
GE LD | IR 309
GE LD | GE LD | IR 310
GE LD | IR 312
GE LD
GE LD | IR 310
GE LD | IR 725
GE LD
GE LD | IR 725
GE LD
GE LD | IR 725
GE LD
GE LD

Fall | Spring | Summer
---|---|---
IR UD Elective
IR UD Elective
IR UD Elective
IR Grad Elective 720’s
IR Grad Elective 720’s
IR Grad Elective 720’s
IR Grad Elective 720’s
IR Grad Elective 720’s
IR Grad Elective 720’s
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective
IR Grad Elective

15 Units | 15 Units
15 Units | 15 Units

Applying to the SF Scholars
85 units (IE requirements)
3.3 GPA

104
112
Appendix G: Graduate Program Assessment Report 2012

MEMORANDUM

TO: Linda Buckley, AVP Academic Planning and Educational Effectiveness

FROM: Sanjoy Banerjee, Chair of IR Department

DATE: July 27, 2012

RE: Assessment Report

I am happy to report the results of the International Relations Department’s 2012 Assessment. This year we have examined our MA program. The Assessment looks at how our alumni have done, at our graduation rates, and examines theses and internship reports submitted during 2011-12 according to specified rubrics. For the theses and internship reports this Assessment notes strengths and weaknesses and proposes solutions for improvement.

The Department is proud to report that it consistently sends a number of students to Ph.D. or terminal degree programs. Some of our students who have attended doctoral programs are Randall Cohn (George Mason), Nathaniel Cogley (Yale), Skyler Cranmer (UC Davis, post-doc Harvard), Jennifer Ramos (UC Davis), and Lee Ann Fujii (George Washington University). John Whooley is a doctoral student at the University of Florida and the Managing Editor of the International Feminist Journal of Politics (from which he was assigned readings while at SFSU). Alp Tuncaci has just received a full scholarship to the Political Science doctoral program at Rutgers. Marcos Scauso is headed for a doctoral program at UC, Irvine. Eric Crosbie, after working as a researcher at UCSF focusing on international tobacco and health issues at UCSF, is headed for a doctoral program at UC Santa Cruz. Ambrogino Giusti has been admitted to the University of Pennsylvania law school.

Six of our former MA students are now teaching at Universities. Professors Sophie Clavier and Amy Skonieczny received their doctorates from the Sorbonne and the University of Minnesota, respectively, and are now teaching in our Department. Dr. Skyler Cranmer now teaches in the Political Science Department of the University of North Carolina at Chapel Hill. Dr. Jennifer Ramos has a book forthcoming from Oxford University Press and is teaching at Loyola Marymount University. Dr. Lee Ann Fujii has published a book and teaches at the University of Toronto. Dr. Landon E. Hancock is on the faculty of the Center for Applied Conflict Management and Political Science Department at Kent State.

A substantial number of our graduates enter diplomatic or other government service. Conrad Hässler is Second Secretary in the German Ministry of Culture, posted in Beijing, China. Saeb Erakat became Chief Negotiator for the Palestine Authority; Javad Zarif became the Iranian Ambassador to the U.N.; while Nicolas Roncagliolo Higuera has been the Peruvian Consul in San Francisco. Nancy Varela is working at the International Labor Organization in Geneva. Ten or more of our graduates have entered the U.S. Foreign Service, serving in locales such as the Middle East. A number of MA program work in the intelligence community. In addition, Nancy Shepherd was elected to the City Council of Palo Alto.

Historically, our graduates have had a strong presence at professional conferences, especially at the International Studies Association (ISA) annual meeting as well as regional meetings. For example, at the 2006 ISA annual meeting, we had five students give presentations, an impressive feat given that presentation proposals pass through a peer review process. In 2007, two IR MA students presented papers at ISA annual meeting while at the following year’s ISA five students gave presentations. In 2009, at least one IR MA student delivered papers.


2010 three MA students delivered five papers. The number for 2011 could not be determined for technical reasons. In 2012, one student delivered a paper.

The Department has maintained a strong graduation rate, with an average of 14 degrees awarded over the last seven years (see Table I). An average of 20 students per year completed the required first semester course, IR 720, in the corresponding period.

Table I

INTERNATIONAL RELATIONS MASTER’S DEGREES GRANTED

(2005/2006 to 2011/2012)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005/06</td>
<td>18</td>
</tr>
<tr>
<td>2006/07</td>
<td>13</td>
</tr>
<tr>
<td>2007/08</td>
<td>12</td>
</tr>
<tr>
<td>2008/09</td>
<td>7</td>
</tr>
<tr>
<td>2009/10</td>
<td>11</td>
</tr>
<tr>
<td>2010/11</td>
<td>19</td>
</tr>
<tr>
<td>2011/12</td>
<td>19 (more to come)</td>
</tr>
<tr>
<td>Average</td>
<td>14</td>
</tr>
</tbody>
</table>

Source: Graduate Studies Statistical Reports

Culminating Experience Assessments

The International Relations Department has assessed MA theses and internship reports submitted during 2010/11. The theses and the internship reports have been assessed by two different rubrics. Each of these written works has been assessed by a faculty member who was not a culminating experience adviser to the student. The assessment does identify some areas where improvement is needed, but it also demonstrates excellent graduate work and shows that our faculty has collectively the breadth of expertise to support the students’ pursuit of their own passions.

MA Theses

The faculty examined seven MA theses, assessing each by twelve criteria. The selection of theses for assessment was not guided by any substantive criteria and was random. The criteria for MA theses were:

1. Has a minimum 15,000 words/12,000 for quantitative thesis
2. Has a testable hypothesis
3. Has a literature review with at least 10 sources supporting the hypothesis and at least 3 sources opposing it
4. Has a theoretical argument supporting hypothesis with assumptions and conclusions
5. Has a statement of empirical methodology citing methodological statements or examples of similar methods in IR or related disciplines
6. Has data in format required by methodology
7. Applies a clear methodology to data
8. States the results of methodology application
9. Compares results to hypothesis and to literature opposing hypothesis
10. Has good grammar and style
11. Has appropriate terminology
12. Has clarity of exposition

The strengths and weaknesses brought to light by this assessment are:

Strengths:
- Our MA students have examined and built expertise in a great variety of topics across the world’s populated regions. This reflects positively on the faculty and its ability to support that diversity of investigations. Students have been able to pursue their own passions and have not been restricted by the collective limitations faculty.
- Our MA students consistently use explicit and disciplined methodologies, whether qualitative or quantitative. In doing so they often create new varieties and combinations of their chosen methods. This assessment shows that the faculty does support students in their pursuit of a considerable variety of methods and does not impose a few favorites.
- The majority of assessed theses demonstrate a strong command of the relevant literature across disciplines. They are able to identify key debates in the literature they survey.
- Most of our MA students formulated testable hypotheses, compared them to existing theories in the discipline and related disciplines, gathered appropriate data, and tested their hypotheses

Weaknesses:
- A number of theses had significant flaws in writing. In some cases the student was engaged in unusual research and appropriate standards of exposition were unclear
- A few students wrote passable but low quality theses

Solutions:
The assessment of theses shows that the Department has been consistent in enabling students to produce quality MA theses that meet disciplinary criteria of scientific method. Some theses are not very well written due to language difficulties of foreign students. While we do check for English proficiency in the admissions process, the linguistic demands of an innovative thesis are severe. We must recognize that we face trade-offs. Also, some students have little interaction with faculty during their thesis writing process, and this can lead to quality problems. The Department depends on the self-motivation of students in their thesis writing phase as faculty time is focused toward newer MA students.

The Department has a thesis writing course, IR 750, that all students intending to submit theses are required to take. This course has supported the students and enabled them to choose methodologies and implement them, and to carry out hypothesis testing.

MA Internships
The faculty examined four internship reports, and assessed them by eleven criteria. The section of the internship reports was not guided by any substantive criteria and was random. The criteria for assessment were:

1. The report was at least 12,000 words in length
2. The site organization is widely respected
3. The internship entails analysis drawing on IR knowledge presented in written or oral form
4. The student had direct communication on IR topics with organizational leaders and with other sections
5. The student had direct communication on IR topics with people in other organizations
6. The student was able to demonstrate distinctive analytical perspective with practical use in the internship report.
7. The report presents propositions and arguments student could not have conceived without both internship experience and academic knowledge.
8. The report presents evidence of making useful professional contacts.
9. The report has good grammar and style.
10. The report uses appropriate terminology.
11. The report has clear exposition.

The strengths brought out by this assessment are:
- Many students have been successful in finding prestigious and valuable internship sites, and these engaged the students’ knowledge well.
- The reports were written with good style.
- The students clearly gained some valuable experience and some potentially useful contacts. Sarah Jean Harrison has become a full-time employee of the State Department.

The weaknesses brought out by this assessment are:
- Some reports failed to address crucial questions about the students’ role and experience within their site organization.
- The reports provide little evidence of the students’ interaction with other organizations.

Solutions:
The LCA College and the Department have engaged a full-time staff person, Ms. Kathy Johnson, to coordinate internships. She has begun to meet students early on to plan their internships. This should lead to substantial improvements in Internship outcomes and in the quality of reports.
I am happy to report the results of the International Relations Department’s 2014 Assessment. This year we have examined our MA program. The Assessment looks at how our alumni have done, at our graduation rates, and examines theses and internship reports submitted 2012-2013 according to specified rubrics. For the theses and internship reports this Assessment notes strengths and weaknesses and proposes solutions for improvement.

Graduation Rates

The Department has maintained a strong graduation rate, with an average of 13 degrees awarded each year, over the last seven years. Our record of graduation is consistent with the average number of students
admitted annually into the program, indicating that most of our students are able to complete their degrees in a timely manner.

The Department is proud to report that it consistently sends a number of students to Ph.D. or terminal degree programs. Some of our students who have attended doctoral programs are Randall Cohn (George Mason), Nathaniel Cogley (Yale), Skyler Cranmer (UC Davis, post-doc Harvard), Jennifer Ramos (UC Davis), and Lee Ann Fujii (George Washington University). John Whooley is a doctoral student at the University of Florida and the Managing Editor of the International Feminist Journal of Politics (from which he was assigned readings while at SFSU). Alp Tuncaci has received a full scholarship to the Political Science doctoral program at Rutgers. Marcos Scauso is enrolled in a doctoral program at UC, Irvine. Eric Crosbie, after working as a researcher at UCSF focusing on international tobacco and health issues at UCSF, is headed for a doctoral program at UC Santa Cruz. Ambrogino Giusti has been admitted to the University of Pennsylvania law school.

Six of our former MA students are now teaching at Universities, including the Chair of the IR Department, Sophie Clavier and fellow faculty, Amy Skonieczny, who received their doctorates from the Sorbonne and the University of Minnesota, respectively. James Jeffreys, one of our recent graduates, is a lecturer at our department. Dr. Skyler Cranmer now teaches in the Political Science Department of the University of North Carolina at Chapel Hill. Dr. Jennifer Ramos has a book forthcoming from Oxford University Press and is teaching at Loyola Marymount University. Dr. Lee Ann Fujii has published a book and teaches at the University of Toronto. Dr. Landon E. Hancock is on the faculty of the Center for Applied Conflict Management and Political Science Department at Kent State.

A substantial number of our graduates enter diplomatic or other government service. Conrad Hässler is Second Secretary in the German Ministry of Culture, posted in Beijing, China. Saeb Erakat became Chief Negotiator for the Palestine Authority; Javad Zarif became the Iranian Ambassador to the U.N.; while Nicolas Roncagliolo Higueras has been the Peruvian Consul in San Francisco. Nancy Varela is working at the International Labor Organization in Geneva. Ten or more of our graduates have entered the U.S. Foreign Service, serving in locales such as the Middle East. A number of MA program work in the intelligence community. In addition, Nancy Shepherd was elected to the City Council of Palo Alto and Ashley Dominguez works at Senator Feinstein’s office.

Graduate Applications:
Similar to other graduate programs in the College and University, the IR Program has experienced a decrease in the number of graduate applicants due to rising costs of graduate school over the last four years. While we have a unique identity as one of the founding International Relations degree granting institutions in the Bay area, new International Relations programs at USF has created alternative options for prospective applicants. We still continue to attract a strong group of international students from a variety of backgrounds and some excellent Universities abroad, giving a global character to our program. Our international students hail from countries ranging from S. Korea to Columbia, Israel to India and Turkey.

We would like to expand our applicant pool further and increase the number of applicants to our program by reaching out to prospective students. Given that most of our applicants learn more about graduate programs through on-line sources, the department hired a specialist in web design and social media to revamp our department website and showcase the success of our graduate program over Summer 2013. As a result, our current website is updated and more user-friendly, and http://internationalrelations.sfsu.edu/content/graduate-program showcases the unique opportunities and quality education our department provides as well as the
particular work of select alumni of our graduate program. We continue to tap into our alumni network to attract applicants and promote our graduate degree among our former students.

Each year, we have worked with the staff at Graduate Studies to develop promotional materials they can use to engage prospective students. The department was able to provide printed promotional materials for distribution by Graduate Studies. Having a strong undergraduate program also allows us to have a few select applicants each year from among our students who wish to continue to a graduate degree in the field. We have developed our internship component further to serve student needs better and the internship opportunities in our Professional Track add to the value added of our program. As a result of these efforts, we have been able to keep our enrollment numbers steady at a consistent rate in spite of declining number of applicants.

Graduate Curriculum

**IR GRADUATE STUDENTS APPLIED AND ENROLLED 2011-2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>60</td>
<td>13</td>
</tr>
<tr>
<td>2012</td>
<td>59</td>
<td>10</td>
</tr>
<tr>
<td>2013</td>
<td>41</td>
<td>14</td>
</tr>
</tbody>
</table>

**DISTRIBUTION OF MA STUDENTS IN ACADEMIC AND PROFESSIONAL TRACKS 2012**

- Internship: 58%
- Thesis: 42%
Our curriculum provides students two tracks (academic and professional) with a set of shared core courses to provide the overall foundation of our graduate degree in International Relations. For their Culminating Experience, our students write a Master’s Thesis or an Internship Paper, depending on their respective tracks. In addition to the paper, the professional track students are required to complete an internship at an organization relevant to their studies.

The IR program offers 4-6 graduate seminars each semester on a variety of international relations scholarship, including core courses that both tracks need to take, some electives, and a few online courses. All our courses are offered by full-time faculty, who work closely with graduate students. Our faculty seeks to include graduate students in their research activities, and the department provides some conference travel funding for graduate students who wish to present their academic work. The graduate component of our department’s student journal, the *International Relations Journal*, provides a venue for students to publish their papers. Graduate Students engage on-going world events through the work of IRC (International Relations Council), led by a team of our own students.

Our classes continue to attract students from other programs such as Political Science, Education, Anthropology and Humanities. However, we would like to increase enrollment in our graduate classes. We have been working collaboratively with Political Science department to advertise graduate seminars so that IR and Political science students can take classes beyond their respective departments. We are in the initial stages of an international exchange program that would enable our students to have a semester abroad in exchange with international students from quality universities who would take courses at our department through a bilateral program.

Since 2011, The LCA College and the Department have engaged a staff person, Ms. Kathy Johnson, and her Praxis Project, to coordinate internships. Her work has included developing a catalogue of internship locations and possibilities, meeting students early on to plan their internships, and providing workshops designed to improve internship outcomes. Graduate students benefit from the flow of information on fellowships, competitive internships and Bay area International Relations events that the Praxis Project provides. Graduate students gain experience at internship sites that are relevant to their field of study, with possibilities for future positions and jobs. Graduate internship sites currently include organizations such as the International Forum on Globalization, Human Rights Watch, International Development Exchange, Gogobot, World Affairs Council, Catholic Charities Refugee and Immigration Services, and International Rescue Committee in the Bay area as well as various embassies and Woodrow Wilson Center for Scholars in Washington DC.
Culminating Experience Assessments

The International Relations Department has assessed the MA theses and internship reports submitted since Spring 2012. The theses and the internship reports have been assessed by two different rubrics. Each of these written works has been assessed by a faculty member who was not a culminating experience adviser to the student. The assessment does identify some areas where improvement is needed, but it also demonstrates excellent graduate work and shows that our faculty has collectively the breadth of expertise to support the students’ pursuit of their own passions.

MA Theses

The faculty examined five MA theses, assessing each by twelve criteria. The selection of theses for assessment was not guided by any substantive criteria and was random. The criteria for MA theses were:

1. Minimum 15,000 words/12,000 for quantitative thesis
2. Testable hypothesis or viable research question(s)
3. Literature review with at least 12 sources leading to the hypothesis or research question and covering the current academic debates on the topic
4. Theoretical argument supporting hypothesis or leading to research question(s)
5. Statement of empirical methodology citing methodological statements or examples of similar methods in IR or related disciplines
6. Data in format required by methodology
7. Application of methodology to data
8. Statements of results of methodology application
9. Comparison of results to hypothesis and to literature opposing hypothesis, or answering research question(s)
10. Grammar and style
11. Appropriate terminology
12. Clarity of exposition

The strengths and weaknesses brought to light by this assessment are:
Strengths:

- Our MA students have examined and built expertise in a great variety of topics across the world’s populated regions. This reflects positively on the faculty and its ability to support that diversity of investigations. Students have been able to pursue their own passions and have not been restricted by the collective limitations faculty.
- Our MA students consistently use explicit and disciplined methodologies, whether qualitative or quantitative. In doing so they often create new varieties and combinations of their chosen methods. This assessment shows that the faculty does support students in their pursuit of a considerable variety of methods and does not impose a few favorites.
- The majority of assessed theses demonstrate a strong command of the relevant literature across disciplines. They are able to identify key debates in the literature they survey. The MA theses consistently employ innovative methodology.
- Most of our MA students formulated testable hypotheses, compared them to existing theories in the discipline and related disciplines, gathered appropriate data, and tested their hypotheses.

Weaknesses:

- A number of theses had significant flaws in writing. In some cases the student was engaged in unusual research and appropriate standards of exposition were unclear.

Solutions:

The assessment of theses shows that the Department has been consistent in enabling students to produce quality MA theses that meet disciplinary criteria of scientific method. Some theses are not very well written due to language difficulties of foreign students. While we do check for English proficiency in the admissions process, the linguistic demands of an innovative thesis are severe. We must recognize that we face trade-offs. Also, some students have little interaction with faculty during their thesis writing process, and this can lead to quality problems. The Department depends on the self-motivation of students in their thesis writing phase as faculty time is focused toward newer MA students.

The Department has a thesis writing course, IR 750, that all students intending to submit theses are required to take. This course has supported the students and enabled them to choose methodologies and implement them, and to carry out hypothesis testing.

MA Internships

The faculty examined five internship reports, and assessed them by eleven criteria. The selection of the internship reports was not guided by any substantive criteria and was random. The criteria for assessment were:

12. The report was at least 12,000 words in length
13. Understanding of organization and how student’s internship contributes to the overall goals of the organization
14. Internship experience and report clarifies student’s career plans, and report explains how internship supports career plans
15. Literature review demonstrates how IR knowledge is applied to analysis of internship site
16. Case study demonstrates utilization of IR classroom learning to analyze organization
17. Student able to demonstrate distinctive analytical perspective on IR classroom learning in light of practical experience
18. Case study presents arguments and evidence student could not have conceived without both internship experience and academic knowledge
19. Report refutes or reflects on alternative interpretations of the evidence
20. Grammar and style
21. Appropriate terminology
22. Clarity of exposition

The strengths brought out by this assessment are:

- Many students have been successful in finding prestigious and valuable internship sites. The internship locations represent a good balance, from development to technology and refugees, from NGOs to government offices.
- The internship papers were written with good style
- The students clearly gained some valuable experience and some potentially useful contacts.

The weaknesses brought out by this assessment are:

- The papers display a wide variety in terms of quality, from strong academic papers to reports that fail to address crucial questions about the students’ understanding of larger issues pertaining to their topics.
- The reports provide little evidence of how the learning in classes fit with their practical experience at the internship site.
- Insufficient analysis of literature on the case studies that they selected.
- Ability to analyze their findings and put their internship experience in an international relations context.
- Inability to provide critical or alternative views, too much reliance on their internship organization’s approach as the dominant view.
- Confusion as to the nature of the culminating experience paper.

Solutions:

- The Graduate Committee drafted specific IR 892 guidelines to the culminating experience process in order to clarify the process for the students and emphasize the need for students to work interactively with their professors on producing a high quality, academic internship papers.
- The department has underscored the need to separate the internship coordination aspect from the writing of the culminating experience paper, with an emphasis on deeper research and analysis for the final paper.
- The internship coordinator has assigned her own short essays that will provide the student the opportunity to reflect on their actual internship experience prior to the writing stage of the culminating paper.
- Faculty at the department has approved that the professional track students should be required to take IR 750, which is a research design and methods class currently required only for those in the Academic track.

Conclusion

The IR Graduate Program offers students a valuable graduate study experience, uniquely designed to provide an international curriculum, a strong theoretical foundation and opportunities to gain real world experience in global affairs. With a brand new website and better coordinated internship program, the program hopes to see an increase in graduate applicants. The faculty continues to work closely with students to maintain the IR tradition of high quality Culminating Experience Papers. With strong graduation rates, steady enrollment, and a good curriculum, the program contributes to the international character of SFSU and provides a degree that alumni have been able to utilize to further their careers.
Appendix I- Graduate Program Assessment Report 2017

Culminating Experience Assessment of the International Relations MA Program 2017

In Spring 2017, the IR Department conducted an assessment of the Culminating Experience writing component of its Graduate Program in International Relations. The IR department has conducted two previous assessments (2012, 2014) and with the 2017 review, approximately 40 CE papers have been evaluated to date. To facilitate the 2017 review, the IR Department revised its mission statement for the Graduate Program in Fall 2016 and developed student learning goals for the Program (below). The graduate coordinator worked with the Graduate Committee to establish parity between these goals and revised assessment rubrics. As the IR Graduate Program has two tracks for graduate students (an academic track that culminates in a thesis and a professional track that requires minimum 140 hours of internship experience and a culminating internship experience paper) the Graduate Committee developed two separate rubrics to assess different types of culminating experience papers that respond to a common set of goals for the Program.

The 2017 assessment reviewed a randomly selected group of Culminating Experience (CE) papers including theses and internship papers written by students who graduated between Spring 2014 and Fall 2016. There were 30 students who graduated during the period under review, and 16 papers were randomly selected among available CE papers and distributed to IR faculty. Papers were sent to faculty reviewers who were outside of each graduating student’s culminating experience committee members. This review includes the largest number of culminating experience papers to be reviewed in one assessment period and the Graduate Committee appreciated thoughtful and prompt evaluations of the faculty. Of the 16 papers, 4 were theses and 12 were internship papers, reflecting the changing nature of the IR MA program as our professional emphasis gains strength and popularity.

![Bar chart showing thesis/internship ratio of papers reviewed in consecutive assessments from 2012 to 2017.](chart.png)
Overall, the assessment does identify some areas where improvement is needed, but it also demonstrates excellent graduate work and shows that our faculty has collectively the breadth of expertise to support the students’ pursuit of their own passions.

**Professional Track Internship Papers**

The faculty examined twelve internship reports, and assessed them by eleven criteria. The assessment requested reviewers to rate student performance in the papers with a range that included **poor, good, very good and excellent** as benchmarks. The selection of the internship reports was random. The criteria for assessment were:

23. The report was at least 12,000 words in length  
24. Understanding of organization and how student’s internship contributes to the overall goals of the organization  
25. Internship experience and report clarifies student's career plans, and report explains how internship supports career plans  
26. Literature review demonstrates how IR knowledge is applied to analysis of internship site  
27. Case study demonstrates utilization of IR classroom learning to analyze organization  
28. Student able to demonstrate distinctive analytical perspective on IR classroom learning in light of practical experience  
29. Case study presents arguments and evidence student could not have conceived without both internship experience and academic knowledge  
30. Report refutes or reflects on alternative interpretations of the evidence  
31. Grammar and style  
32. Appropriate terminology  
33. Clarity of exposition

The strengths brought out by this assessment are:

- Many students have been successful in finding prestigious and valuable internship sites. The internship locations represent a good balance, from development to technology and immigration, from NGOs and start-up companies to government offices.  
- The internship papers were written with good style and grammar, and reflected good use of IR terms and writing conventions. This is an important achievement, given the significant number of international students in the program.  
- The internship papers were scholarly papers that went beyond an internship report and students were able to use concepts and theories to address academic topics in a variety of global sites. The quality of the internship papers has significantly improved in comparison to the previous assessments.  
- Students are capable of research and analysis and are able to critically engage or apply their learning from the internship site to larger policy problems.  
- The students clearly gained some valuable experience and some potentially useful contacts.  
- Previous program decisions, such as having an internship coordinator, sending weekly internship newsletters, providing written forms and guidelines for IR 892, and requiring that all internship students take IR 750 have streamlined the internship culminating experience process, minimizing confusion as to what the internship paper entails and how the internship experience should be utilized. This has led to the improvements in the quantity and quality of the internship track students.

The weaknesses observed in this assessment are:
- The papers display a variety of conceptual approaches but they do not consistently engage International Relations theory, or make connections between the particular questions they address and the larger field of IR.
- Students do not always have a good sense of how this internship could contribute to a career in the IR field. This leads to problems in job placements in the future.
- Case studies tend to rely on secondary sources rather than primary sources from their internship experience.
- Inability to address alternative views at the theoretical level and refute them is a common problem in a number of internship papers.

Solutions:

- As students continue to work interactively with their professors on producing a high quality, academic internship papers, more emphasis should be placed on IR theory and how the internship paper could utilize an international relations framework.
- More information about the jobs in the IR field and how graduate degree could be utilized should be provided. To this end, the revitalization of the graduate student organization and network IRC might be useful.
- Faculty who assign research papers may want to focus on building literature reviews with IR components.
- The emphasis on deeper research and analysis for the final paper should be coupled with helping the students identify and find primary source materials.
- IR 751 qualitative and quantitative methods class, which was geared toward the Academic track students and has not been offered due to low enrollment should be revised to address the needs of the professional track students. Students should be encouraged to take this class as one of their electives while they are registered in 892 courses.

Rubric for Internship Papers-2017

Number of CE papers: 12

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Goal</th>
<th>Average assessment (poor, good, very good, excellent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 12,000 words in length</td>
<td>6) ability to use IR conventions.</td>
<td>Excellent/Very good. All the papers meet and exceed the required length.</td>
</tr>
<tr>
<td>Understanding of organization and how student’s internship contributes to the overall goals of the organization</td>
<td>2) identifying and analyzing the role of various actors in IR. 3) ability to engage sectors in IR</td>
<td>Very good. Students are interning in organizations that are relevant to IR and are able to present details about their organization and work experience with critical reflection. A few students needed to provide more details about the actual work they did.</td>
</tr>
<tr>
<td>Internship experience and report clarifies student’s career plans, and report explains how internship supports career plans</td>
<td>10) internship should promote career goals</td>
<td>Good. Students address the value of their internship but don’t always articulate how the internship experience relates to their future careers. This may reflect the difficulties in the job market and the obstacles to turning the internship into a stepping stone for</td>
</tr>
<tr>
<td>Literature review demonstrates how IR knowledge is applied to analysis of internship site</td>
<td>1) Understanding of IR theories and concepts</td>
<td>Good/very good Internship papers have become much more academic, with lengthy literature reviews that showcase the conceptual strength of the students. However, some of the papers focus on a narrow set of theories that focus on the topic rather than utilizing IR theory. The papers do utilize concepts and theories relevant to the internship areas such as migration, environmental policy, or policy decision-making. Students utilize concepts and evaluative frameworks that are appropriate to their experience and topic but should be encouraged to engage theoretical frameworks in IR.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Case study demonstrates utilization of IR classroom learning to analyze organization</td>
<td>9) ability to apply IR concepts to a particular issue</td>
<td>Very Good. Many papers adopt a case study approach that goes beyond their internship experience and explore problems in a variety of locations beyond their internship site. Students are able to write detailed case studies. In some cases, more evidence would have helped strengthen the case study. Also, faculty would like to see more use of primary resources from the internship site since the case studies rely on secondary sources.</td>
</tr>
<tr>
<td>Student able to demonstrate distinctive analytical perspective on IR classroom learning in light of practical experience</td>
<td>8) displaying knowledge of a particular emphasis in the IR field</td>
<td>Very Good. Students are clearly able to critically approach their topic and evaluate the effectiveness of a variety of approaches.</td>
</tr>
<tr>
<td>Case study presents arguments and evidence student could not have conceived without both internship experience and academic knowledge</td>
<td>7) independent analysis and research application</td>
<td>Very Good. Faculty reviewers commented that the students were able to bring original views to the topic, based on their internship experience and the research they did for the paper. Each paper has original contributions to policies or strategies that can be employed.</td>
</tr>
<tr>
<td>Report refutes or reflects on alternative interpretations of the evidence</td>
<td>5) ability to conduct research with primary and secondary sources</td>
<td>Good. This is an area that could be developed as majority of the papers do not explicitly refute an alternative point of view. Emphasizing this aspect in the classes that lead up to the CE paper may help students articulate how their insights inform other alternative approaches.</td>
</tr>
</tbody>
</table>
Grammar and style

6) ability to use IR conventions

Excellent. Student papers reflect good writing conventions and overall, good writing standards appropriate to IR. Students use citations and provide extensive bibliographies. Given the large number of international students in the program, this is a great accomplishment.

Appropriate terminology

6) ability to use IR conventions

Very good. Sometimes there are contradictions in the way terms are used.

Clarity of exposition

3) ability to engage a variety of audiences

Very good. Some of the papers could have benefitted from editing to clarify arguments and points.

MA Theses

The faculty examined four MA theses, assessing each by twelve criteria. The selection of theses for assessment was not guided by any substantive criteria and was random. The criteria for MA theses were:

13. Minimum 15,000 words/12,000 for quantitative thesis
14. Testable hypothesis or viable research question(s)
15. Literature review with at least 12 sources leading to the hypothesis or research question and covering the current academic debates on the topic
16. Theoretical argument supporting hypothesis or leading to research question(s)
17. Statement of empirical methodology citing methodological statements or examples of similar methods in IR or related disciplines
18. Data in format required by methodology
19. Application of methodology to data
20. Statements of results of methodology application
21. Comparison of results to hypothesis and to literature opposing hypothesis, or answering research question(s)
22. Grammar and style
23. Appropriate terminology
24. Clarity of exposition

The strengths and weaknesses brought to light by this assessment are:

Strengths:
- Our MA students have examined and built expertise in a great variety of topics across the world’s populated regions. This reflects positively on the faculty and its ability to support that diversity of investigations. Students have been able to pursue their own passions and have not been restricted by the collective limitations faculty.
- Our MA students consistently use explicit and disciplined methodologies, whether qualitative or quantitative. In doing so they often create new varieties and combinations of their chosen methods. This assessment shows that the faculty does support students in their pursuit of a considerable variety of methods and does not impose a few favorites.
- The majority of assessed theses demonstrate a strong command of the relevant literature across disciplines. They are able to identify key debates in the literature they survey.
- The MA theses consistently employ innovative methodology. This is a strength of our program and showcases the ability of students to rise to the challenges of the research process.
Most of our MA students formulated testable hypotheses, compared them to existing theories in the discipline and related disciplines, gathered appropriate data, and tested their hypotheses.

Weaknesses:
- The department has fewer thesis track students than before. This is partially due to the economic needs of the students, who prefer to take the internship track to improve their work experience and their odds in the job market.
- It takes longer for academic track students to finish their degree than internship students, who are generally able to complete the internship paper within a semester (or semester and summer), while academic track students often need a full year or year and a half. This leads students on the fast track to refrain from writing a thesis because they would like to be done with the program.
- Thesis students have to seek their second methods course outside of the IR department, often at the undergraduate level, and the methods courses are not appropriate to their research project.

Solutions:
- The department should emphasize that students are allowed to undertake an internship for separate credit (IR 640) and remain in the academic track, while still gaining some work experience. The thesis track does not need to be perceived as just for those students seeking doctoral degrees.
- Thesis track students tend to feel isolated during the research and writing process, which slows down their progress, especially if they do not gravitate to engaging their professors. Perhaps a thesis writing group would be a good solution.
- Thesis track students could benefit from IR 751 Methods course being offered, at least once every two years, instead of having to seek methods courses in other departments.

Rubric Table for MA Theses 2017

Number of theses reviewed: 4

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Goal</th>
<th>Assessment (poor, good, very good, excellent) and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum 15,000 words/12,000 for quantitative thesis</td>
<td>6) ability to use IR conventions</td>
<td><strong>Excellent.</strong> IR graduate students have theses that are well-written, at about an average of 100 pages.</td>
</tr>
<tr>
<td>Testable hypothesis or viable research question(s)</td>
<td>4) generating and answering research questions</td>
<td><strong>Very good.</strong> Students are able to ask theoretically significant research questions and are able to identify testable hypotheses. Theses question existing explanations by offering a new explanation substantiated by a variety of methods.</td>
</tr>
<tr>
<td>Literature review with at least 12 sources leading to the hypothesis or research question and covering</td>
<td>1) knowledge of IR theory</td>
<td><strong>Excellent.</strong> Students are able to address competing explanations regarding the question and</td>
</tr>
<tr>
<td>current academic debates</td>
<td>associated variables</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>Theoretical argument supporting hypothesis or leading to research question(s)</td>
<td>9) ability to apply IR concepts to a particular issue</td>
<td><strong>Very good.</strong> Students display ability to problematize existing approaches and offer critical views. Good work offering alternative explanations. Some complementary theoretical perspectives could be useful.</td>
</tr>
<tr>
<td>Statement of empirical methodology citing methodological statements or examples of similar methods in IR or related disciplines</td>
<td>6) disciplinary conventions in IR</td>
<td><strong>Excellent.</strong> Students display very innovative methodological frameworks. Students use qualitative and discursive methods and speech acts/narratives effectively.</td>
</tr>
<tr>
<td>Data in format required by methodology</td>
<td>5) ability to use primary and secondary sources</td>
<td><strong>Excellent.</strong> Primary and secondary sources used in all the papers in question. Students are able to develop their own databases.</td>
</tr>
<tr>
<td>Application of methodology to data</td>
<td>4) generating and answering research questions</td>
<td><strong>Excellent.</strong> Students show resilience in working with large amounts of data.</td>
</tr>
<tr>
<td>Statements of results of methodology application</td>
<td>7) independent analysis and research application</td>
<td><strong>Very Good.</strong> Given the empirical richness of the theses, there could be some more analysis. In some cases, the results are quickly presented without re-engaging issues raised in the literature review.</td>
</tr>
<tr>
<td>Comparison of results to hypothesis and to literature opposing hypothesis, or answering research question(s)</td>
<td>4) generating and answering research questions</td>
<td><strong>Very good.</strong> In some cases, the hypotheses are implied so it makes it harder to readdress the question. In others, the data might prove points from a different angle than the hypotheses.</td>
</tr>
<tr>
<td>Grammar and style</td>
<td>6) ability to use IR conventions</td>
<td><strong>Very good;</strong> some issues with colloquialisms and academic style in footnotes</td>
</tr>
<tr>
<td>Appropriate terminology</td>
<td>6) ability to use IR conventions</td>
<td><strong>Excellent.</strong> Students use terms adequately and effectively.</td>
</tr>
<tr>
<td>Clarity of exposition</td>
<td>3) ability to engage a variety of audiences</td>
<td><strong>Excellent.</strong> Students are able to present their research in a way that would engage an academic audience but they also have recommendations</td>
</tr>
</tbody>
</table>
Conclusion

The IR Graduate Program offers students a valuable graduate study experience, uniquely designed to provide an international curriculum, a strong theoretical foundation and opportunities to gain real world experience in global affairs. With a brand new study abroad program and better coordinated internship program, the program has experienced an increase in graduate applicants. The faculty continues to work closely with students to maintain the IR tradition of high quality Culminating Experience Papers. With strong graduation rates, steady enrollment, and a good curriculum, the program contributes to the international character of SFSU and provides a degree that alumni have been able to utilize to further their careers.
<table>
<thead>
<tr>
<th>Student</th>
<th>Semester</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kanai, Aki</td>
<td>Spring 2012</td>
<td>Hunger Free World</td>
<td>Japan</td>
</tr>
<tr>
<td>Rusca, Jessica</td>
<td>Spring 2012</td>
<td>International Rescue Committee</td>
<td>Oakland</td>
</tr>
<tr>
<td>Ganbaatar, Zolboo</td>
<td>Fall 2012</td>
<td>Consulate General Of Mongolia</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Baron, Juan</td>
<td>Spring 2013</td>
<td>Alliance For Smiles Children’s Healthcare</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Bujanover, Anat</td>
<td>Spring 2013</td>
<td>Commercial Attaché Of The Israeli Embassy</td>
<td>Spain</td>
</tr>
<tr>
<td>Kato, Juan</td>
<td>Spring 2013</td>
<td>World Affairs Council</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Koenig, Dominique</td>
<td>Spring 2013</td>
<td>International Green Movement</td>
<td>California</td>
</tr>
<tr>
<td>O’connor, Shania</td>
<td>Fall 2013</td>
<td>True Blood Fan Source</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Thomas, Brandon</td>
<td>Fall 2013</td>
<td>Bryant Christie Inc.</td>
<td>Sacramento</td>
</tr>
<tr>
<td>Engel, Shiran</td>
<td>Spring 2014</td>
<td>Gogobot Israel Start-Up Company</td>
<td>Menlo Park</td>
</tr>
<tr>
<td>Hellberg, Joakim</td>
<td>Spring 2014</td>
<td>International Forum On Globalization</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Nowacoski, Christopher</td>
<td>Spring 2014</td>
<td>USCIS - San Francisco Asylum Office</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Pezeshk, Fereshte</td>
<td>Spring 2014</td>
<td>Woodrow Wilson Foundation</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Wachlarowicz, Nikolas</td>
<td>Spring 2014</td>
<td>International Development Exchange</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Abunie, Mohammed</td>
<td>Fall 2014</td>
<td>Catholic Relief Services - Refugee Resettlement</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Ivanoff, Sasha Constance</td>
<td>Fall 2014</td>
<td>International Rescue Committee</td>
<td>Oakland</td>
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<tr>
<td>Singh, Melwin Mandeep</td>
<td>Fall 2014</td>
<td>Office Of Senator Feinstein</td>
<td>San Francisco</td>
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<tr>
<td>Ahmed, Homa</td>
<td>Spring 2015</td>
<td>City Of San Francisco: Empowered Communities Network</td>
<td>San Francisco</td>
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<tr>
<td>Builes-Gaitan, Nedelya Carolina</td>
<td>Spring 2015</td>
<td>CBS Interactive/CNET En Español</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Iordache, Marius</td>
<td>Spring 2015</td>
<td>US Social Security Administration</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>King, Harmony Rose</td>
<td>Spring 2015</td>
<td>Humanities United - Human Trafficking Victim Assistance</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Laettner, Ian Anderson</td>
<td>Spring 2015</td>
<td>International Forum On Globalization</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Neach, Ryan</td>
<td>Spring 2015</td>
<td>White House - Office Of Presidential Archives</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Name</td>
<td>Term</td>
<td>Organization/Position</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------</td>
<td>------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>O'connor, Chrystal</td>
<td>Spring 2015</td>
<td>California Productions At San Jose State</td>
<td>San Jose</td>
</tr>
<tr>
<td>Roach, Seth</td>
<td>Spring 2015</td>
<td>Us Forest Service And Wildland Firefighting</td>
<td>Oakland</td>
</tr>
<tr>
<td>Shawesh, Thamer</td>
<td>Spring 2015</td>
<td>UN Permanent Mission For Saudi Arabia</td>
<td>New York</td>
</tr>
<tr>
<td>Baker, Gabrielle</td>
<td>Spring 2016</td>
<td>OUSD</td>
<td>Oakland</td>
</tr>
<tr>
<td>Elshorafa, Nadeen</td>
<td>Fall 2015</td>
<td>Ahliyya School for Girls</td>
<td>Jordan</td>
</tr>
<tr>
<td>Mukhsinova, Margarita</td>
<td>Spring 2016</td>
<td>International Rescue Committee</td>
<td>Oakland</td>
</tr>
<tr>
<td>Pantic, Vedrana</td>
<td>Spring 2016</td>
<td>International Rescue Committee</td>
<td>Oakland</td>
</tr>
<tr>
<td>Tolotchko, Marina</td>
<td>Spring 2016</td>
<td>Global Fund For Women</td>
<td>Russia</td>
</tr>
<tr>
<td>Rasheva, Emiliya</td>
<td>Fall 2016</td>
<td>US Environmental Protection Agency</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Melo, Marianna</td>
<td>Fall 2016</td>
<td>National Endowment for Democracy</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Fong, Sirikul</td>
<td>Spring 2017</td>
<td>Dropbox, Atlassian, Chartboost</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Lujano, Rigoberto</td>
<td>Spring 2017</td>
<td>International Rescue Committee</td>
<td>Oakland</td>
</tr>
<tr>
<td>Al Thani, Mohamed</td>
<td>Fall 2017</td>
<td>Consulate of Qatar</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Takhar, Inderjit Singh</td>
<td>Fall 2017</td>
<td>Team Uplifting Punjab</td>
<td>India</td>
</tr>
<tr>
<td>Bradvica, Rafaela</td>
<td>Fall 2017</td>
<td>US Intelligence</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Johnson, Brion</td>
<td>Fall 2017</td>
<td>International Visitors Leadership Program</td>
<td>Washington, DC</td>
</tr>
<tr>
<td>Boughner, Amanda</td>
<td>Fall 2017</td>
<td>Empowering Women in Nepal (EWN)</td>
<td>Nepal</td>
</tr>
<tr>
<td>Hamilton, Lee</td>
<td>Spring 2018</td>
<td>Wong MNC Center</td>
<td>Japan</td>
</tr>
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<td>O'donnell, Sukanda</td>
<td>Spring 2018</td>
<td>Irish Consulate General in San Francisco</td>
<td>San Francisco</td>
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<tr>
<td>Suess, Paul</td>
<td>Spring 2018</td>
<td>International Independent Film Center</td>
<td>San Francisco</td>
</tr>
<tr>
<td>Woeien, Camilla</td>
<td>Spring 2018</td>
<td>European Foundation Centre</td>
<td>Belgium</td>
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## Appendix K: Employment Record of Recent Alumni

<table>
<thead>
<tr>
<th>Name</th>
<th>Admit Term</th>
<th>Graduation Term</th>
<th>Position</th>
<th>Company</th>
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</thead>
<tbody>
<tr>
<td>Abunie, Mohamed H</td>
<td>Fall 2011</td>
<td>Summer 2014</td>
<td>Office assistant</td>
<td>Catholic Charities CYO (CCCYO)</td>
</tr>
<tr>
<td>Barlaan, Carlo Louis Puruganan</td>
<td>Fall 2011</td>
<td>Spring 2014</td>
<td>Administrative Analyst</td>
<td>Contra Costa Health Services</td>
</tr>
<tr>
<td>Deichler, Robin Martha</td>
<td>Fall 2011</td>
<td>Spring 2013</td>
<td>Executive Assistant</td>
<td>Joan B. Kroc Institute for Peace and Justice at the University of San Diego</td>
</tr>
<tr>
<td>Giusti, Ambrogino Augustino</td>
<td>Fall 2011</td>
<td>Spring 2012</td>
<td>Legal Research</td>
<td>University of Washington School of Law</td>
</tr>
<tr>
<td>Hellberg, Joakim Karl</td>
<td>Fall 2011</td>
<td>Spring 2013</td>
<td>International Coordinator</td>
<td>Department of Media Studies, Stockholm university</td>
</tr>
<tr>
<td>Ivanoff, Sasha Constance</td>
<td>Fall 2011</td>
<td>Fall 2016</td>
<td>Rapid Rehousing Case Manager</td>
<td>Catholic Charities of the Diocese of Santa Rosa</td>
</tr>
<tr>
<td>Murakami, Sebastian</td>
<td>Fall 2011</td>
<td>Spring 2013</td>
<td>Senior Operations Principal</td>
<td>Farmers Financial Solutions</td>
</tr>
<tr>
<td>Prince, Sarah Marian</td>
<td>Fall 2011</td>
<td>Spring 2013</td>
<td>Graduate Student</td>
<td>Political Science at UC Davis</td>
</tr>
<tr>
<td>Silverio, German</td>
<td>Fall 2011</td>
<td>Spring 2013</td>
<td>International Program Manager</td>
<td>University of Science and Technology Beijing</td>
</tr>
<tr>
<td>Mukhsinova, Margarita</td>
<td>Fall 2012</td>
<td>Fall 2015</td>
<td>Program Assistant</td>
<td>Institute of International Education</td>
</tr>
<tr>
<td>Nowacoski, Christopher S</td>
<td>Fall 2012</td>
<td>Spring 2015</td>
<td>Intern</td>
<td>Freedom from Hunger</td>
</tr>
<tr>
<td>Pezeshk, Fereshte</td>
<td>Fall 2012</td>
<td>Fall 2014</td>
<td>Project Management</td>
<td>Tetra Tech</td>
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<tr>
<td>Name</td>
<td>Admit Term</td>
<td>Graduation Term</td>
<td>Position</td>
<td>Company</td>
</tr>
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<td>-----------------------------</td>
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<tr>
<td>Roach, Seth John-Edward</td>
<td>Fall 2012</td>
<td>Spring 2015</td>
<td>Civilian Coordinator</td>
<td>Chico Fire Crew</td>
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<tr>
<td>Wachlarowicz, Nikolas Robert</td>
<td>Fall 2012</td>
<td>Spring 2014</td>
<td>Benefit Authorizer</td>
<td>Social Security Administration</td>
</tr>
<tr>
<td>Baker, Gabrielle F</td>
<td>Fall 2013</td>
<td>Fall 2016</td>
<td>Team Member on Special Projects</td>
<td>ZeroCater</td>
</tr>
<tr>
<td>Ezzat, Khaled Amin</td>
<td>Fall 2013</td>
<td>Summer 2015</td>
<td>Admissions Specialist</td>
<td>San Francisco State University</td>
</tr>
<tr>
<td>Faris, Saira Natasha</td>
<td>Fall 2013</td>
<td>Fall 2016</td>
<td>Workforce development Specialist</td>
<td>New Door Ventures</td>
</tr>
<tr>
<td>Gil, Ji hye</td>
<td>Fall 2013</td>
<td>Summer 2015</td>
<td>Research Engineer</td>
<td>Business Consulting R&amp;D center, Daejeon University</td>
</tr>
<tr>
<td>King, Harmony Rose</td>
<td>Fall 2013</td>
<td>Summer 2015</td>
<td>Doula</td>
<td>Milk &amp; Honey Birth Services</td>
</tr>
<tr>
<td>Laettner, Ian Anderton</td>
<td>Fall 2013</td>
<td>Summer 2015</td>
<td>Program Operations and Data Manager</td>
<td>Rising Sun Energy Center</td>
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<td>O'Connor, Chrystal Rose</td>
<td>Fall 2013</td>
<td>Fall 2015</td>
<td>Cultural Exchange Specialist</td>
<td>Resolute Capital Partners, LTD</td>
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<tr>
<td>Shawesh, Thamer Mohammed</td>
<td>Fall 2013</td>
<td>Fall 2015</td>
<td>Administrative specialist</td>
<td>Dr. Soliman Fakeeh Hospital</td>
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<tr>
<td>Tesar, Eric Dean</td>
<td>Fall 2013</td>
<td>Summer 2015</td>
<td>2nd Lieutenant</td>
<td>US Armed Forces</td>
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<tr>
<td>Ahmed, Homa</td>
<td>Fall 2014</td>
<td>Spring 2016</td>
<td>HRIS Analyst</td>
<td>Workday</td>
</tr>
<tr>
<td>Aloufi, Alanoud</td>
<td>Fall 2014</td>
<td>Fall 2016</td>
<td>Research Analyst</td>
<td>Elixir</td>
</tr>
<tr>
<td>Avdic, Sejla</td>
<td>Fall 2014</td>
<td>Spring 2016</td>
<td>Business Development Officer</td>
<td>Arevea Inc.</td>
</tr>
<tr>
<td>Calder, Jackson Clay</td>
<td>Fall 2014</td>
<td>Spring 2017</td>
<td>International Admissions Coordinator</td>
<td>SFSU-Graduate Studies</td>
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<td>Iordache, Marius Florin</td>
<td>Fall 2014</td>
<td>Summer 2016</td>
<td>Program Manager</td>
<td>US Social Security Administration</td>
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<td>Neach, Ryan Thomas</td>
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<td>Spring 2015</td>
<td>Law School Office Manager</td>
<td>University of San Francisco</td>
</tr>
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<td>Pantic, Vedrana</td>
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<td>Spring 2016</td>
<td>Office Manager</td>
<td>Agent.ai</td>
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<tr>
<td>Name</td>
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<td>Graduation Term</td>
<td>Position</td>
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<tr>
<td>Lujano, Rigoberto Iniguez</td>
<td>Fall 2015</td>
<td>Fall 2017</td>
<td>Program/project manager</td>
<td>Public Building Service, US General Services Administration</td>
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<tr>
<td>Sox, David William</td>
<td>Fall 2015</td>
<td>Spring 2017</td>
<td>Export Compliance Specialist</td>
<td>U.S. Department of State, Directorate of Defense Trade Controls</td>
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<tr>
<td>Al-thani, Mohamed Abdulla</td>
<td>Fall 2016</td>
<td>Fall 2017</td>
<td>Political Research Analyst</td>
<td>Amiri Diwan (Executive Branch of the Qatari government)</td>
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</table>
Appendix L: Sample Graduate Student Exit Survey

Term of Admission: Name:

Term of Completion:

Track:

Faculty committee:

Email for future correspondence:

How would you rate your overall satisfaction with the Masters program in the International Relations Department?

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Course selection

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Academic experience

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Faculty

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Administrative direction

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Support for Culminating Experience

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Collegial environment

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Resources for internships

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

Job search

Very satisfied 5------4-------3--------2-------1 Highly unsatisfied

What are your recommendations to improve the IR graduate Program?
### Appendix M: Academic Program Review Committee Minutes, 10/06/16

Taken from Minutes of October 5, 2016

<table>
<thead>
<tr>
<th>Action Taken</th>
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<tbody>
<tr>
<td>CAM Update – International Relations (IR)</td>
</tr>
<tr>
<td>Juanita Darling, Burcu Ellis, Sanjoy Banerjee representing IR</td>
</tr>
<tr>
<td>About 40 current grad students entering either a thesis or professional track.</td>
</tr>
<tr>
<td>1. Collaboration with Political Science (PS):</td>
</tr>
<tr>
<td>Determined that merger with PS would not benefit the students or the grad program since IR is a well-defined, interdisciplinary academic field. It’s also a larger program than PS so merger would make PS unbalanced.</td>
</tr>
<tr>
<td>Have publicized 740 series IR courses to PS, but no students have enrolled</td>
</tr>
<tr>
<td>2. Analysis of Theses:</td>
</tr>
<tr>
<td>Evaluated both tracks, and added a class on research design, revised its mission statement, and revised their student learning goals (with a rubric designed)</td>
</tr>
<tr>
<td>3. Analysis of Internship Effectiveness:</td>
</tr>
<tr>
<td>Now have dedicated staff to coordinate internships with a web list serve with internship opportunities.</td>
</tr>
<tr>
<td>4. Upgrade website:</td>
</tr>
<tr>
<td>Now have an up-to-date website and developed a program brochure</td>
</tr>
<tr>
<td>5. Compile graduate exit survey results: Surveys conducted since 2014</td>
</tr>
<tr>
<td>Other:</td>
</tr>
<tr>
<td>* Developing relationships with other universities abroad for international exchange programs</td>
</tr>
<tr>
<td>* Want more resources for job search and placement</td>
</tr>
<tr>
<td>IR should more firmly acknowledge department’s responses to the CAM in a positive way.</td>
</tr>
<tr>
<td>Other recommendations that involve other departments in this way</td>
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</table>
will be dealt with on a case-by-case basis.
## Appendix N: Faculty Classes Taught

Overview of all Classes taught Spring 2016-Fall 2017 by Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Rank</th>
<th>Courses Taught</th>
<th>Average Enrollment</th>
<th>Purpose of Course</th>
<th>Term Taught</th>
<th>Total Sections Taught in Term</th>
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<tr>
<td></td>
<td></td>
<td>2. 309: IR Analysis and Application</td>
<td>2. 14</td>
<td>2. Core</td>
<td>2. Fall 2017</td>
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<td></td>
<td></td>
<td>5. 699: Independent Study</td>
<td>5. 1</td>
<td>5. n/a</td>
<td>5. Fall 2016</td>
<td>5. 1</td>
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<tr>
<td>Darling, Juanita (JD)</td>
<td>Associate Professor</td>
<td>1. 306: US-Central American Relations</td>
<td>1. 17/20 (18.5)</td>
<td>1. Elective</td>
<td>1. Fall 2017/Spring 2016</td>
<td>1. 1</td>
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<tr>
<td></td>
<td></td>
<td>2. 309: IR Analysis and Applications</td>
<td>2. 23/12/15 (16.6)</td>
<td>2. Core</td>
<td>2. Fall 2017/Spring 2016</td>
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<td>Course Code</td>
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<td>Credits</td>
<td>Prerequisites</td>
<td>Year(s)</td>
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<td>4. 452:</td>
<td>International Media Analysis</td>
<td>4. 10 (10)</td>
<td>4. Elective</td>
<td>4. Fall 2016</td>
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<td>5. 604:</td>
<td>Analysis of Global Issues</td>
<td>5. 8 (8)</td>
<td>5. Elective</td>
<td>5. Spring 2017</td>
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<td>6. 685:</td>
<td>Project Teach in IR</td>
<td>6.1/4 (2.5)</td>
<td>6. n/a</td>
<td>6. Fall 2017/Spring 2016</td>
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<td>7. 699:</td>
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<td>7. n/a</td>
<td>7. Spring 2016</td>
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<td>8. 708:</td>
<td>College Teaching in IR</td>
<td>8.1</td>
<td>8. n/a</td>
<td>8. Spring 2016</td>
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**Ellis, Burcu (BE) Professor**

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<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites</th>
<th>Year(s)</th>
<th>Notes</th>
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<tr>
<td>1. 308:</td>
<td>Fundamental IR Theory Issues</td>
<td>1. 44</td>
<td>1. Core</td>
<td>1. Fall 2016</td>
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<td>2. 335:</td>
<td>Muslims Societies</td>
<td>2. 33</td>
<td>2. GE/Elective</td>
<td>2. Fall 2017</td>
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<tr>
<td>4. 640:</td>
<td>Field Study in IR</td>
<td>4. 15/22/21/23 (20.25)</td>
<td>4. n/a</td>
<td>4. Fall 2016/Fall 2017/Spring 2016/Spring 2017</td>
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<td>Hanami, Andrew (AH)</td>
<td>1. 310: US Foreign Policy</td>
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<td>10. 899:</td>
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<td>6. 742:</td>
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<td>2. 336 Globalization</td>
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<td>7. 735:</td>
<td>Global Environmental Politics</td>
<td>7. 8</td>
<td>7. Grad</td>
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Monshipouri, Mahmood (MM)  Professor (Chair)

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<tbody>
<tr>
<td>2. 309:</td>
<td>IR Analysis and Application</td>
<td>2. 31</td>
<td>2. Core</td>
<td>2. Spring 2016</td>
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<tr>
<td>4. 324:</td>
<td>Middle East and North Africa</td>
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<td>College Teaching IR</td>
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<td>8. 898:</td>
<td>Masters Thesis</td>
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<tr>
<td>Pahnke, Anthony (AP)</td>
<td>Assistant Professor</td>
<td>1. 308: Fundamenta IR Issues</td>
<td>1. 46</td>
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<td>Siegel, Scott (SS)</td>
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<td>1. 104: Introduction to World Affairs</td>
<td>1. 52/50 (51)</td>
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<td>2. 312: International Political Economy</td>
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<td>5. 728: International Political Economy</td>
<td>5. 18/12 (15)</td>
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<td>Skonieczny, Amy (AS)</td>
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<tr>
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<td>8. 892: Grad Internship</td>
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**Tsygankov, Andrei (AT) Professor**

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<td>1. 104: Introduction to World Affairs</td>
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<td>2. 328: Domestic and Foreign Policy: Postcommunist Regimes</td>
<td>2. 15</td>
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<td>2. Fall 2016</td>
<td>2. 1</td>
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<td>4. 409: Russia and World Order</td>
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<td>5. 550: Proseminar: Foreign Policy Analysis</td>
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**Volk, Lucia (LV) Professor**

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<tr>
<td>1. MEIS 301: Islam Interpretation and Practice</td>
<td>1. 11</td>
<td>1. Elective</td>
<td>1. Spring 2017</td>
<td>1. 1</td>
</tr>
<tr>
<td>2. 309: IR Analysis and Applications</td>
<td>2. 17/21 (19)</td>
<td>2. Core</td>
<td>2. Fall 2016/Fall 2017</td>
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<td>3. 335: Muslim Societies</td>
<td>3. 46</td>
<td>3. GE/Elective</td>
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<td>5. 604: Analysis of Global Issues</td>
<td>5. 13</td>
<td>5. Elective</td>
<td>5. Fall 2016</td>
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</tr>
<tr>
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<td>Grade Points</td>
<td>Year Remarks</td>
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<td>6. 685:</td>
<td>Project in Teach IR</td>
<td>6. 1/1/1/1</td>
<td>6. n/a</td>
<td>6. Fall 2016/ Fall 2017/Spring 2016</td>
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<td>7. 699:</td>
<td>Independent Study</td>
<td>7. 1</td>
<td>7. n/a</td>
<td>7. Spring 2017</td>
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<td>8. MEIS 300:</td>
<td>Foundation in MEIS</td>
<td>10. 40/30 (35)</td>
<td>10. n/a</td>
<td>10. Fall 2016/ Fall 2017/Spring 2016</td>
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Yansane, Aguibou (AY) Professor

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<tr>
<th>Course Code</th>
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<td>2. 312:</td>
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<td>2. Core</td>
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<td>2. 1</td>
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<td>3. 321:</td>
<td>Development and Foreign Policy - Africa</td>
<td>3. 9/11 (10)</td>
<td>3. Elective</td>
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Appendix O: RTP Criteria in the IR Department
A Guide to Standards for Tenure and Promotion in the Department of International Relations
(Revised October 2015) Provost Approved 5/2016

PREAMBLE

The requirements and criteria for retention, tenure, and promotion as set out in a series of
policies adopted by the Academic Senate and approved by the President are divided into three
areas: (1) Teaching Effectiveness, (2) Professional Achievement and Growth, and (3)
Contributions to Campus and Community. As required by University Policy on Retention and
Tenure (Policy #F11-241), all faculty members in the Department of International Relations who
are being considered for retention, tenure, and promotion will be evaluated in each of those
categories. In general, in order to merit tenure and/or promotion a candidate is required to meet a
high standard of effectiveness in teaching and professional achievement and growth, followed by
contributions to the campus and the community. The departmental Retention, Tenure, and
Promotions Committee, along with the Chair of the department, will consider and evaluate all of
the achievements of a candidate for tenure and/or promotion according to the criteria listed
below. Following University policy, “achievements in the current rank should demonstrate
promise of meritorious activities comparable to the achievements and services expected of all
faculty who serve at the rank to which the individual is to be promoted.”

1. Documentation:

The candidate should follow the guidelines set out in the “Preparing for Tenure and Promotion
Handbook” available at http://facaffairs.sfsu.edu/sites/sites7.sfsu.edu.facaffairs/files/TandP-
NEW-2014.pdf

2. Professional Education and/or Equivalency:

A Ph.D. is typically necessary for tenure or promotion in the Department of International
Relations. In some cases, such as a professional diplomat, a Ph.D. is not necessary.

Faculty who were hired after Fall 2007 or who have chosen to be reviewed under the "new" RTP
policy are covered by NEW Retention, Tenure, and Promotion Policy # F11-241 and faculty
who were hired before Fall 2007 and who have chosen to be reviewed under the "old" RTP
policies will be governed by the OLD Retention & Tenure Policy # S88-120 and OLD
Promotion Policy # F04-028.

3. Early tenure and promotion: To be awarded early tenure or promotion, faculty must
demonstrate achievements in all three categories that are outstanding, or in excess of the required
record. Compared to regular tenure and promotion, this standard is higher because a candidate
applies for tenure or promotion with fewer courses taught and fewer semesters of research and
service. Teaching evaluations and the quality of student work in that record must be at the highest level. In professional achievement there should be a publication record above what is required for the regular period. There should be service that engages the world outside SFSU and enhances the reputation of the department and the university. Overall, there should be evidence of exceptional achievement as determined by the RTP Committee. 4. The RTP Committee conducts retention, tenure and promotion reviews. The review process shall take into account previous reviews and build upon them. Any suggestions for improvement, recommended actions and expressions of concern in earlier reviews will be reexamined in later reviews. The reexamination should include indications of whether previous concerns have been successfully resolved or what further steps might be desirable.

5. Shared appointments: Faculty holding joint appointments shall be reviewed by tenured faculty from each department in which the individual holds an appointment.

TEACHING EFFECTIVENESS

Teaching effectiveness is required for every year of probation, as well as for tenure and promotion. To be considered for tenure and promotion to Associate Professor, as well as for promotion from Associate to Full Professor, a faculty member must demonstrate a high level of effectiveness in their teaching performance, including maintenance of high academic standards and a scholarly level of instruction. The standards for judging teaching are the following:

1. Range and breadth of courses. Faculty in the International Relations Department are expected to teach a variety of courses at the undergraduate and graduate levels.

2. Course materials. Syllabi, course web sites, reading lists, class projects and assignments, and examinations are used by the RTP committee as evidence of course and class organization, the level at which the course is taught, and the expectations of student learning. Syllabi and course materials (such as readings, bibliographies, assignments, online posts) are expected to reflect currency in the field.

3. Peer class visitations. “Peer” shall mean any tenured faculty at SFSU. Class visitations by fellow faculty members are vital for assessing the level of the professor’s expectations and presentations. These visits serve as an addition to student evaluations, which can be affected by class demands and grades. The RTP Committee has responsibility for scheduling and conducting peer reviews at least once a semester for candidates for tenure and promotion to Associate Professor, once a year for promotion to Full Professor. In addition, the Chair of the Department should conduct at least one visitation per year. In such evaluations, members of the Committee and other faculty members will visit classes, review course materials, and provide written
comments concerning the quality of teaching to the chair. Following the observation, the observer will, if possible, meet with the faculty member about the strengths of the class session and any feedback s/he may have had about it. The observer will then fill out a standard evaluation form summarizing the observation. Evaluations letters go in the WPAF.

4. Student evaluations. Student evaluations are an important component of assessing teaching effectiveness. Tenured and tenure-track faculty are required to submit evaluation questionnaires for all courses except supervisory courses each semester. These evaluations contain both quantitative and qualitative evidence of effective teaching, to which the committee gives equal weight. The committee will identify elements of strength and any possible weaknesses as well as provide useful feedback either informally or through written performance reviews. When considering tenure and promotion, the committee will consider average student evaluation scores, taking into account any change in scores over time since hiring. Due consideration is given to circumstances that tend to influence average scores such as the difficulty or popularity of particular courses, or any recent efforts in course development. Scores of below 1.5 suggest highly effective teaching. We expect candidates to receive overall mean scores between 1.0 and 2.0.

6. Advising. All faculty must engage in advising and in maintaining regularly scheduled office hours as well as answering students’ emails in a timely fashion when possible. There is also the expectation that faculty will supervise and/or serve on theses committees and sponsor independent studies in their area of specialization. In addition, all faculty need to understand GE requirements and be able to assist students in their path to graduation. Effectiveness in advising may be demonstrated by evidence such as description of the nature and extent of advising activities and description of theses and other creative works.

7. Curricular innovation. Faculty are encouraged to develop new courses and innovative teaching methods and may present evidence in their WPAFs of novel assignments, exercises, class projects, etc.

8. Professional development in teaching. Faculty are encouraged to participate in campus, local, regional, national or international workshops to enhance their teaching skills.

For promotion from Associate to Full Professor, candidates should demonstrate continuing efforts to improve their teaching in the abovementioned areas. In addition, they must demonstrate leadership in developing department teaching more broadly by contributing, for example, in mentoring junior faculty and lecturers through classroom observation and sharing of
teaching techniques; leading program development and evaluation; ongoing curriculum innovation and development.

PROFESSIONAL ACHIEVEMENT AND GROWTH

The University and the Department of International Relations maintain that faculty professional achievements and intellectual growth enhance the lives of students, the department, and the university itself. Our department evaluates scholarship according to its quality and impact, not according to quantitative measures of productivity alone.

The RTPC will evaluate quality and impact by three main avenues. First, citations of the published works will be considered. Applications and development of concepts from the candidate’s published work, or recognition by other scholars of the importance of data in the published works will be regarded favorably by the RTPC. Second, evaluations of the candidate’s by external reviewers contacted by the RTPC will be considered carefully. Third, the RTPC may make its own arguments based on the comparison on the candidate’s publications with relevant works by other scholars. 

Because international relations scholarship typically requires extensive time for research and writing, we expect important projects to take a number of years from inception to publication. Consequently, in weighing merit for tenure and/or promotion, the department may adjust the quantitative measures of scholarly output employed below to take into consideration the depth of research associated with a project, or the project’s impact on the field. The department’s RTP committee will offer explicit justifications for such a determination, in consultation with external referees. We have established guidelines for assessing professional achievements and growth at various points in a faculty member’s career. The RTP committee will base its final determination of professional achievement on an evaluation of the quality and impact of the candidate’s work. In evaluating the quality and impact of published work, the RTP committee will consider a range of factors, including, e.g.: the journal’s or press’s reputation for defining or redefining the field(s); the scholarly reputations of the editor, editorial board members, and other authors who have published there; the significance of the audience reached; indicators that the publication has been widely read and recognized (e.g., citations and awards); and the assessments of the external reviewers.

Peer reviewed publications will be considered as professional achievement and growth. Non-peer reviewed work will be considered as service. Presentation of research is strongly encouraged and plays a significant role during the retention period. The categories of peer reviewed work and presentation of research are defined below.

Peer Reviewed Work 1. Books, monographs and textbooks published by respected presses in the field, with a standard editorial review process 2. Articles in refereed journals, including law journals 3. Other articles (such as anthologies, book chapters, law review articles). 4. Collaborative (co-authored books, articles and other projects)
5. Editing or co-editing volumes, especially issues of journals and books published by peer-reviewed sources such as academic presses. 6. Scholarly work published in languages other than English (translation at least of the abstract should be included in WPAF) 7. Grant writing for successful peer-reviewed federal and other funding for the individual’s scholarly research 8. Other creative and scholarly work that may include software programs, videos, and documentaries.

Presentations of Research  1. Invited presentations of research at other universities and professional meetings and conferences. Often, conference presentations are invited after peer review of abstracts. Some invitations are on the basis of scholarly reputations. Both kinds of invitations are valued.  2. Participation in collaborative events at professional meetings, such as roundtables and seminars

For tenure and promotion to Associate Professor candidates should have published at least three peer-reviewed journal articles, or four chapters in edited volumes, or a book, or an equivalent combination of these, all meeting the criteria above. A slightly lower quantitative performance (2 articles or 3 book chapters) may be acceptable if one of the articles is in a journal with an acceptance rate of less than 25% (The top ten journals in our field have acceptance rates of less than 15%), or if there is evidence that one of the publications is exceptionally innovative or influential.  For promotion from Associate to Full Professor candidates should indicate continued professional growth. Minimally, the candidates should have a book or four refereed journal articles, or five book chapters, or other equivalent combination of scholarly works. A slightly lower quantitative performance (3 articles or 4 book chapters) may be acceptable if one of the articles is in a journal with an acceptance rate of less than 25%, or if there is evidence that one of the publications is exceptionally innovative or influential. The candidate should demonstrate scholarly leadership in the field, with accumulation of argument over multiple publications and recognition of that scholarship. Citations of the candidate’s work are evidence of leadership. Merit will be accorded both to published works based largely on original research and those that synthesize and integrate knowledge. Consequently, a textbook offering original insights or an edited anthology may carry the same weight as a monograph.

External Reviews The Department encourages that reputable scholars in the field assess the candidate’s professional achievement, and that outside letters be included in the WPAF. Candidates may propose up to six outside reviewers. The RTP Committee in consultation with the Department Chair may add up to six additional reviewers. The RTP Committee, the candidate and the Chair will discuss the list to arrive at a final list of six external reviewers. During this stage of the process all parties have the right to veto suggested
reviewers while maintaining a balance between the two lists. The goal of the RTP is to select and secure at least three reviews for inclusion in the candidate’s file.

The RTP Committee should send invitations for outside reviews no later than the month of May before the Fall Semester in which the candidate's file is due. The RTP Committee will not reveal the names of the final reviewers until their letters have been received. · Reviewers shall not have been the candidate’s dissertation chair or committee member, or have a close, extensive collaborative relationship with the candidate. · Reviewers shall not be close colleagues within SFSU, or relatives · Reviewers shall be from comparable institutions or higher and hold a higher rank than the candidate being reviewed · Reviewers will be asked to include a description of their relationship to the candidates and state potential conflicts of interest they might have in doing the review · Reviewers will be informed that candidates have access to their letters

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Contributions to campus and community are broadly defined as service to university life at a departmental, college and university level, as well as in professional associations and the community, national and global levels.

Campus Service Service is vital to the department’s capacity to carry out its mission, and to university governance. All faculty including candidates for promotion are required to attend faculty meetings, serve on committees or lead them, and assist in various administrative tasks. The international relations department expects and values faculty service at the departmental level and encourages engagement in service at the college and university levels. Faculty may be asked to serve on committees such as hiring, graduate committee, curriculum development committee, and others as needed. Faculty may show leadership through serving as faculty advisors to IRSA or The IR Journal. All faculty are expected to participate in curricular reviews and other departmental activities upon request of the Department chair.

For tenure and Promotion to Associate, candidates should have made important contributions on departmental committees.

For promotion to Full Professor, candidates should display leadership at the department level by serving on special advising roles, such as minor advisor or graduate coordinator or other similar service. Faculty should also contribute to governance on College and University wide committees), representing the IR department in a variety of College and University committees and other service opportunities.
Service to the community  It involves using one’s professional expertise to provide service at the
city, state, national and/or international level, including participation in professional societies or
other professional activities that enhance the university’s relationship to the broader community.
These contributions include, but are not limited to organizing community workshops or events;
consultation with and services to community organizations and NGOs as well as advocacy
activities; contributing activities; contributing to media (not subject to scholarly peer review);
consulting media; consulting with other universities and colleges on collaborative task forces;
participation in professional societies; memberships on editorial boards; refereeing papers and
manuscripts; serving as an external reviewer for departments in other campuses. The case for
promotion to full professor can be supported by evidence of leadership through community
service. There should be evidence of external recognition of earlier service leading to greater
responsibilities. The contributions to media valued by the department range widely. Both paper
and online-only media are encouraged. Writing, video productions, and expert interviews
conducted by news and public affairs organizations are all valued. Media focused on audiences
in the US, other countries, and across countries, and across the globe are all valued. Writing in
all languages is valued. Our faculty have a track record in all these areas and the Department
wishes to maintain this record.
Appendix P: IR Faculty CVs

CURRICULUM VITAE

SANJOY BANERJEE
Fall 2012-Spring 2018

International Relations Program
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132 (415) 338-1105
banerjee@sfsu.edu

EDUCATION
Ph.D. 1982, Yale University, Political Science
M. Phil, 1978, Yale University
B.A. 1976, Lehigh University, Mathematics and International Relation

ACADEMIC EMPLOYMENT HISTORY
International Relations Department, San Francisco State University: Chair, September 2007 - present
International Relations Department, San Francisco State University: Professor, September 2000 - present
International Relations Department, San Francisco State University: Associate Professor, September 1994 – August 2000
International Relations Department, San Francisco State University: Assistant Professor, September 1990 - September 1994
International Relations Program, San Francisco State University: Lecturer, September 1987 - August 1990
Political Science Program, CUNY Graduate Center: Doctoral Faculty, September 1985 - August 1987
Department of Political Science, Baruch College: Assistant Professor, February 1982 - August 1987
Department of Political Science, Baruch College: Instructor, September 1981 - January 1982. TEACHING
Fall 2012: IR 326, IR 720
Spring 2013: IR 308, IR 750
Fall 2013: IR 308, IR 326, IR 720
Spring 2014: IR 309, IR 750
Fall 2014: IR 309, IR 460, IR 750
Fall 2015: IR 720
Spring 2016: IR 750
Fall 2016: IR 550, IR 720
Spring 2017: IR 308, IR 750
Fall 2017: IR 309, IR 460, IR 720
Spring 2018: IR 308, IR 750

PROFESSIONAL GROWTH

Books

Articles

Coauthored with Gitika Commuri “A Strange and Bittersweet Relationship: Pakistan–United States Relations in the Musharraf Era” Journal of Asian Security and International Affairs Volume 1, Number 1, 2014

Book chapters

SERVICE

Department Chair: Fall 2012, Spring 2013, Fall 2015, Spring 2016
Chair, Retention, Tenure, and Promotion Committee: Fall 2013, Spring 2014, Fall 2014, Spring 2015
Search Committee: Fall 2016, Spring 2017, Fall 2017, Spring 2018
SOPHIE CLAVIER, Ph.D.

Cell: 415 335 0519 / Work: 415-405 4228
sclavier@sfsu.edu

Highlights of Qualifications and Strengths

20+ years of experience at SFSU: from taking graduate classes, to being a lecturer, tenure-track faculty, professor, graduate coordinator, department chair, academic senator, associate dean

Active member on several campus-wide committees and initiatives, including recent appointment to the Campus Awareness Taskforce, the Budget Advisory Committee, and co-chair of the newly launched Foundation for Excellence, faculty dimension;

19 years as faculty with excellent advising and teaching record
(1.2 average raw evaluation score over 19 years);

Years of experience in advising and mentoring both students and faculty and in mediating conflicts with proven success;

Ability to establish and enjoy positive rapport with people from all backgrounds;

In-depth knowledge of the university’s procedures and policies;

Strong personal belief in the university’s mission to provide quality higher education as a means to foster greater social justice;

Training in Title IX investigation and as a Student Conduct Hearing Officer;

Scholarship in international law and on Human Rights including LGBTQs;

Associate Dean of Faculty Affairs
and Professional Development  July 2017-present

Associate Dean, Faculty Affairs,
SFSU College of Liberal And Creative Arts  July 2015-June 2017 Chair
SFSU, International Relations Department  August 2013-July 2015

Fulfilled all assigned duties from hiring lectures to reviewing faculty to scheduling and managing accounts;
Represented and advocated for the department at the College level;
Successfully hired a new T/T professor;
Supervised Administrative Office Coordinator and Student Assistants;
Secured the budget and coordinating the renovation of HSS 362;
Spearheaded and successfully concluding a bilateral agreement with Science Po in Paris which started in Fall 2014;
Advised all new majors and continuing students on their path to graduation and to careers.

Committee Service (selected)

President Wong’s Campus Awareness Task Force current
Budget Advisory Council  current
Academic Senate. Strategic Issues Committee  August 2012- May 2015

Academic Experience

Positions held at SFSU
International Relations Department,
Professor (since August 2015, Associate Professor, 2010-2015; Assistant Professor (2003-2010), Lecturer (1996-2003)

Fields of expertise and research:
International Law; International Organizations, International Criminal Law; Comparative Criminal Law; International Human Rights; International Trade Law; International Relations Theories

Awards and Formal Recognition for Teaching and/or Advising:

SFSU Distinguished Faculty Award for Excellence in Teaching 2014

International Relations Students Association (IRSA) Best Teacher of the Year Award 2010, 2018, 2002

Student Recognition in Advising from SFSU Advising Center 2005

SFSU Outstanding Contribution for Teaching Large Classes Effectively 1998

( selected)

Peer Reviewed Journal Articles and Book Chapter

Clavier, Sophie, “International Relations as an Academic Discipline: the Good, the Bad, the Ugly and the Remedy” in Vaidya, Kishor, ed.


Clavier, Sophie, “Delictum Gravius: Assessing the Vatican and the Former Pope’s Responsibility for Priests’ Sex Crimes under International Law”, Indonesian Journal of International and Comparative Law”, (April 1,


**Published Comments**

*American Society of International Law*

Response To President Alvarez, American Society of International Law, President’s Column: August 7, 2007; at http://www.asil.org/ipt/president/pres070807


**Grants**

Collaborator of NSF-CDI 0835531 (funding of $4 million) and recipient of $20K sub-award

**Editor Reviewed Journal Articles**


Georgetown University, (Summer 2007)

Education

Doctorat d’Universite (PhD), International Public Law
Dissertation: European Court of Human Rights and the U.S Supreme Court: Privacy Issues

University of Paris- Pantheon- Sornbonne- 2004

Master of Arts, International Relations
Thesis: The Distorting Impact of Francophonia on African Nationalism

San Francisco State University 1993
Diplôme d’Etudes Superieures (SJD), International Public Law
Dissertation: The Internationalization of the Deep Sea Bed

Institut Libre d’Etudes de Relations Internationales- Université of Paris- 1986

Diplôme d’Etudes Approfondies (MA), International Relations and Diplomacy

Institut des Hautes Etudes Internationales-Paris- 1984
ERIC CROSBIE
Center for Tobacco Control Research and Education   (707) 849-8623
University of California, San Francisco   (415) 502-1488 530 Parnassus Ave, San Francisco, CA, 94143
eric.crosbie@ucsf.edu

Academic and Professional Experience

University of California, San Francisco
Postdoctoral Fellow (2016-present), Center for Tobacco Control Research and Education Assistant Specialist (2010-2012), Center for Tobacco Control Research and Education Junior Specialist, (2009-2010), Center for Tobacco Control Research and Education

San Francisco State University
Lecturer (2016-present), Department of International Relations

University of California, Santa Cruz
Graduate Student Researcher (2015-2016), Politics Department Teaching Assistant (2012-2016), Politics Department

Education

University of California, Santa Cruz
Ph.D., Politics, DE Public Health, 2016

San Francisco State University
M.A., International Relations, 2010
B.A., History, 2007

Research and Teaching Interests
Health policy, global health, tobacco control, trade and health, sugar sweetened beverages, international relations, transnational corporations, political institutions, Latin America.

Publications
Peer-Reviewed Articles


**Crosbie, E.,** Sosa, P., Glantz, S.A. The importance of continued engagement during the implementation phase of tobacco control policies in a middle-income country: The case of Costa Rica, *Tob Control.* Jan 2017;26(1):60-68. (Also available in Spanish: La importancia del compromiso de vigilancia continua durante la fase de implementación de las políticas de control del tabaco en un país de medios ingresos: el caso de Costa Rica).


**Crosbie, E.,** Glantz, S.A. Tobacco industry argues domestic trademark laws and international treaties preclude cigarette health warning labels, despite consistent legal advice that the argument is invalid. *Tob Control.* May 2014;23(3):e7.


Op-eds and Public Commentary


Smoke Signals, *University of California, Santa Cruz Press,* May 18, 2016.

Tobacco industry delay tactics to undermine New Zealand’s smokefree 2025 goal, *Tobacco Control Update,* July 9, 2015.

Costa Rica tries to go smoke-free, *Global Post*, March 5, 2012.

**Research Reports and Briefing Papers**


**Crosbie, E.,** Glantz, S.A., Gonzalez, Muggli, M., Schwid, A. Disputes based on trade agreements or trade policies and implications for tobacco control. Campaign for Tobacco Free Kids; Feb 2011

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**Awards, Honors, Grants and Fellowships**

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<td>Postdoctoral Fellowship</td>
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<td>University of California, Santa Cruz, Graduate Division</td>
<td>Grad Slam 3-Minute Thesis Presentation-3rd Place</td>
<td>Spring 2016</td>
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<td>University of California, Santa Cruz, Graduate Division</td>
<td>Graduate Travel Grant</td>
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<td>University of California, Santa Cruz, Politics Department</td>
<td>Summer Research Grant</td>
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<td>Horowitz Foundation for Social Policy</td>
<td>Dissertation Award (Special Recognition: John L. Stanley Award; $1,500)</td>
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<td>Tobacco-Related Disease Research Program (TRDRP)</td>
<td>Dissertation Research Award (Special Recognition President’s Award)</td>
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<td>University of California Pacific Rim Research Program</td>
<td>Graduate Student Grant</td>
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<td>Chicano/Latino Research Center (CLRC)</td>
<td>Research Mini-Grant</td>
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<td><strong>University of California, Santa Cruz, Politics Department</strong></td>
<td><strong>Summer Research Grant</strong></td>
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<td><strong>University of California, Santa Cruz, Politics Department</strong></td>
<td><strong>Summer Fellowship</strong></td>
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<td><strong>University of California, Santa Cruz, Politics Department</strong></td>
<td><strong>Teaching Assistant Fellowship</strong></td>
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<td><strong>San Francisco State University, International Relations Dept.</strong></td>
<td><strong>Dean’s List Honor Roll Award</strong></td>
<td><strong>2009-2010</strong></td>
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<td><strong>San Francisco State University, History Department</strong></td>
<td><strong>Dean’s List Honor Roll Award</strong></td>
<td><strong>2007-2008</strong></td>
<td><strong>$2,500</strong></td>
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<td><strong>Doyle Scholarship</strong></td>
<td><strong>2004-2005</strong></td>
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<td><strong>Santa Rosa Junior College</strong></td>
<td><strong>Doyle Scholarship</strong></td>
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<td><strong>Santa Rosa Junior College</strong></td>
<td><strong>Doyle Scholarship</strong></td>
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**Teaching**

**San Francisco State University (Lecturer)**

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<tr>
<td><strong>Introduction to Global Affairs (Online)</strong></td>
<td>Introduction to global politics, including the global governance of health, environment, and security</td>
<td>120 students</td>
<td>Spring 2017</td>
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<tr>
<td><strong>Introduction to Global Affairs</strong></td>
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<td>Same as above</td>
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<td>Fall 2016</td>
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**University of California, Santa Cruz (Teaching assistant)**

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<tr>
<th><strong>Class Title</strong></th>
<th><strong>Description</strong></th>
<th><strong>Class Size</strong></th>
<th><strong>Term</strong></th>
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<tr>
<td><strong>American Politics</strong></td>
<td>Introduction to American politics, including healthcare systems, crime and drug policy, and immigration reform</td>
<td>35 students</td>
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<tr>
<td><strong>International Political</strong></td>
<td>Analysis of political and economic power relations</td>
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<td>Economy</td>
<td>between nation-states in the international system</td>
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<tr>
<td>Latin American Politics</td>
<td>Survey of historical and contemporary Latin American politics, including democratization, electoral rules, party systems and advocacy networks</td>
<td>35 students</td>
<td>Fall 2014</td>
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<tr>
<td>Law of Democracy</td>
<td>Evaluation of legal institutional processes and mechanisms in establishing democratic practices</td>
<td>50 students</td>
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<td>Global Politics</td>
<td>Examination of global issues, including global health, energy and the environment</td>
<td>30 students</td>
<td>Spring 2014</td>
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<td>International Law</td>
<td>Development and practice of international law with a focus on human rights</td>
<td>30 students</td>
<td>Fall 2013</td>
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<tr>
<td>Comparative Politics</td>
<td>Comparative analysis of national political systems, electoral systems, and public administrations</td>
<td>30 students</td>
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<tr>
<td>Comparative Post-Communist Politics</td>
<td>Comparative analysis of post-communist political, economic, and social transformations</td>
<td>35 students</td>
<td>Fall 2012</td>
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**Conference Presentations and Invited Talks**

**Conference Presentations**

Chair and Presenter: Las amenazas y litigios legales de la industria tabacalera en Latinoamérica y el Caribe, Panel: Global trade and tobacco control, 5th Latin American and Caribbean Conference on Tobacco or Health; Montevideo, Uruguay, June 2017.


The implications of the TPPA on public health and tobacco control, Panel: TPPA and Health, 14th Round of Negotiations of the Trans-Pacific Partnership Agreement; San Diego, US, July 2012.

El éxito de la industria tabacalera en Costa Rica: Importancia del Artículo 5.3 del Convenio Marco para el Control del Tabaco, Plenary Panel: Tobacco industry interference in Latin America, 3rd Latin American and Caribbean Conference on Tobacco Or Health; Lima, Peru, October 2011.


Invited Talks

Health policymaking in the 21st century: Examining tobacco control in Latin America and sugar sweetened beverages in the Bay Area, job talk; Public Health Department, University of California, Merced, January 2017.

Regulatory Chills: Tobacco industry legal threats successfully delaying standardized plain packaging in New Zealand, invited speaker, Center for Tobacco Control Research and Education, University of California, San Francisco, November 2016.

Saving Lives: Overcoming tobacco industry trade threats to implement cigarette package health warning labels, finalist, graduate division, University of California, Santa Cruz, April 2016.

New global challenges and opportunities for health policymaking in the 21st century: An examination of the regulatory environment for tobacco control, invited speaker, Public Health Department, University of California, Merced, January 2016.

Jamaica: An emerging regional leader in tobacco control, guest speaker, Jamaica Coalition for Tobacco Control meeting; Kingston, Jamaica, October 2015.

Las advertencias sanitarias en Uruguay y la lucha contra Philip Morris International, invited speaker, Centro de la Investigación de la epidemia de tabaquismo (CIET) meeting; Montevideo, Uruguay, July 2015.

Exercising government regulatory authority: Australia plain packaging and withstanding tobacco industry trade threats, invited speaker, Cancer Council Victoria meeting; Melbourne, Australia, June 2015.

Constraining government regulatory authority: Tobacco industry trade threats and tobacco plain packing, Keynote address for ASPIRE 2025 Seminar Series, University of Otago; Wellington, New Zealand, June 2015.
Tobacco plain packaging in New Zealand: Tobacco industry trade threats and dangers of adopting a “wait and see approach”, Keynote address for ASPIRE 2025 Seminar Series, Action on Smoking and Health and Heart Foundation NZ meeting; Auckland, New Zealand, June 2015.

La historia del control del tabaco en Costa Rica, invited speaker, Red Nacional Antitabaco (RENATA) meeting; San José, Costa Rica, August 2010.

Memberships and Networks
American Public Health Association (APHA) International Studies Association (ISA) APHA Trade and Health Forum
Center for Policy Analysis on Trade and Health (CPATH) Trans-Pacific Partnership (TPP) Allies
Latin American Coordination Committee for Tobacco Control (CLACCTA) Framework Convention Alliance (FCA)
New Zealand ASPIRE 2025

Peer-Reviewer
Bio Med Central (BMC) Public Health Global Public Health
Society for Research on Nicotine and Tobacco (SRNT) Global Globalization and Health
International Journal of Health Policy and Management Public Health
World Health Conference on Tobacco or Health abstract reviewer APHA Trade and Health abstract reviewer

Language and Technical Skills
Advanced Spanish Online teaching SPSS and R
Prezi iMovie Echo 360 Top Hat

Multimedia
British Broadcasting Corporation documentary, Taking on Tobacco: Lung Cancer in Uruguay, June 2017: https://www.bbc.co.uk/programmes/p055mn1v
University of California, Santa Cruz Grad Slam video presentation, April 2016: https://www.youtube.com/watch?v=zysAvqrkoll&list=PLuuzzLoaK3RKUGfqZ6rKV0A8DxSN25kcN&index=8&nohtml5=False
Costa Rica implementation English version video abstract, Tob Control, February 2016: https://www.youtube.com/watch?v=pkGfTpiZABY

Crosbie, 7
Costa Rica implementation Spanish version video abstract, *Tob Control*, February 2016: [https://www.youtube.com/watch?v=j4CYHKC2SgQ](https://www.youtube.com/watch?v=j4CYHKC2SgQ)

**References**

**Stanton A. Glantz**  **Stella Bialous**

Professor of Medicine  Associate Professor of Public Health University of California, San Francisco  University of California, San Francisco 530 Parnassus Avenue, Suite 366 Library  3333 California St., Laurel Heights San Francisco, CA, 94143  San Francisco, CA, 94118

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**Mariaelena Gonzalez**  **George Thomson**

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(209) 228-2232  64 4 385 5999 ext. 6054

mgonzalez82@ucmerced.edu  george.thomson@otago.ac.nz

**Patricia Sosa**  **Ernesto Sebrié**

Latin American Director  International Associate Director Campaign for Tobacco Free Kids  Campaign for Tobacco Free Kids 1400 Street NW, Suite 1200  1400 Street NW, Suite 1200 Washington, DC, 20005  Washington, DC, 20005

(202) 296-5469  (202) 296-5469

Crosbie, 8
Adriana Blanco Beatriz Champagne
Tobacco Regional Advisor Executive Director
Pan American Health Organization Inter-American Heart Foundation 525 23rd Street, NW 7272 Greenville Ave
Washington, DC, 20005 Dallas, TX, 75231
(202) 974-3591 (972) 562-3806
blancoad@paho.org beatriz.champagne@iahf.org
Juanita Darling

International Relations Department San Francisco State University 1600 Holloway Ave.
HUM 427
San Francisco, CA 94132 415-405-3492

Education

Ph.D., University of North Carolina at Chapel Hill. (Mass Communication, Certificate in Latin American Studies)
Advisor: Dr. Lucila Vargas

Dissertation: *When the Pen Becomes the Sword: The Mode of Information in Revolutionary Media*

M.A., University of Southern California. (International Journalism)
B.A., California State University, Fullerton. (Communications and Latin American Studies)

Professional Positions and Ranks Held

San Francisco State University

August 2013 to present

Associate professor in the International Relations Department, teaching Latin American Policy, U.S.-Central America Relations, Latin America Seminar, International Media Politics, Data Analysis, and IR Analysis & Application courses.

August 2008-July 2013 Assistant professor

California State University, Monterey Bay

August 2004 to May 2008

Assistant professor in the Humanities and Communication Division, responsible for coordinating journalism and media studies program and advising campus newspaper. Courses taught include Research Methods, Capstone, Media Ethics, Reporting, Investigative Reporting, Magazine Writing, and Service Learning.


Instructor of record for basic news writing course.

Council of the Humanities Princeton University


Designed and taught a seminar that used the vehicle of the narcotics trade to teach computer-assisted reporting, coverage of international business and politics, and crime reporting.
Professional experience

**San Salvador bureau chief, The Los Angeles Times, 1995-2000.**

Responsible for coverage of eight countries from Guatemala to Colombia, including supervision of six assistants and stringers. Also covered the Caribbean, including Cuba, for one year.

**Mexico City correspondent, The Los Angeles Times, 1990-1995.**

Positions of increasing responsibility, initially assigned for coverage of business and trade. Assignment expanded to encompass the 1994 uprising in Chiapas that was rooted in economic dislocations.

**Business reporter, The Orange County (California) Register, 1983-1989.**

Beats ranged from coverage of publicly traded energy and retail corporations to entrepreneurial start-up companies.

Teaching Effectiveness

Graduate student mentoring

**2018**


Reader, Camila Wijjen, M.A., Culminating Experience, in progress. 2017


Chair, Fernanda Sausen, M.A. Thesis, Fall, 2017. 2016


**2015**


**2014**


**2013**


**2012**


**2011**

Chair, Sarah Brady, M.A. Culminating Experience, *How to Start a Movement: Reflections on my Culminating Experience and the “Drug Wars” in Mexico*. Fall 2011.


**2010**


**2009**

Student accomplishments


Amanda Boughner and Lourdes Alarcon presented papers written for Latin America seminar to Iberoamerican Spring Colloquium at SF State, April 2017.

Ian Laettner presented paper written for Latin America seminar to Latin American Studies Association, 2015.

Independent study with Sophia Trimboli resulted in Newman Community Service Award, 2011.

Feasibility study Jennifer Kregear prepared for Alternative Methods seminar featured in the 2011 Graduate Research and Creative Work Showcase.

9 graduate student seminar papers presented at ISA-West, 2009, 2010.


Various undergraduate class papers published (revised) in *International Relations Journal*.

Professional Achievement and Growth

Publications

Book


Book chapters


Peer-reviewed journal articles


“Media and Religion in Colonial Spanish America,” *Journal of Media and Religion*. 12:3 (Fall 2013), 103-111.


“Re-Imagining the Nation: Revolutionary Media and Historiography in Mesoamerica,” *Journalism History* 32 (Winter 2007): 231-239.


Peer-reviewed conference papers.


“Pertenecer: Clarín, La Opinion, y los inmigrantes en la prensa argentina,” Presented at IX Encuentro de Historiadores de la Prensa y el Periodismo en Iberoamérica, Queretaro, Mexico, October 29, 2014.


“Honorables a los próceres como formación cívica, 1823.” Presented at VIII Encuentro de Historiadores de la Prensa y el Periodismo en Iberoamérica, Aguascalientes, Mexico, October 29, 2012.
“La radio comunitaria en El Salvador” Presented at VIII Encuentro de Historiadores de la Prensa y el Periodismo en Iberoamérica, Aguascalientes, Mexico, October 30, 2012.


“Filosofía del periodismo y la Constitución de 1812.” Presented to the VI Encuentro de Historiadores de la Prensa y el Periodismo en Iberoamérica, Veracruz, Mexico, April 8, 2011.

“La libertad de la prensa y sus abusos: La vista desde el siglo XIX.” Presented to the VI Encuentro de Historiadores de la Prensa y el Periodismo en Iberoamérica, Universidad de Costa Rica, San José, Costa Rica, February 2010.


“Re-Imagining the Nation: Revolutionary Media and Historiography in Mesoamerica.” Presented at the American Journalism Historians Annual Conference, October 7, 2005. Honorable mention, best faculty paper.

“Calling for Help: How Revolutionaries Used Media to Build International Advocacy Networks.” Presented at the joint winter meeting of the American Journalism Historians Association and the History Division of the Association for Education in Journalism and Mass Communication, New York, March 12, 2005.


“La poesía de Solentiname.” Presented at The International Colloquium for Vernacular, Hispanic, Historical, American, and Folklore Studies, Puebla, Mexico, October 8-11, 2003.


“Refuting the Revolution: Making the Media Case against the Salvadoran Rebels.” Presented at the American Journalism Historians Association, Nashville, Tennessee, October 8, 2002.


Invited presentations


“Covering Central American and the Caribbean.” Presented at the International Conference on Covering the Americas, University of Texas at Austin, April, 1998.


Book reviews


Work under review

“Nicaraguan Media and ‘Pink Tide’ Policy”

“News in the Time of State Terror: Collusion or Confrontation during the ‘Dirty War’” (monograph)

Work in Progress

“The Foundations of Latin American Media Philosophy”

External awards funding

**ATLAS.ti in the Classroom Award, 2017**

One semester grant to provide advanced analytical software to 20 students in the IR Analysis and Application class. Approximate value $4,000.

NEH Summer Seminar, 2014

Stipend to attend three-week “Jewish Buenos Aires” seminar, $2,700.

California Newspaper Publishers Association Equipment Grant, 2007

Funding to purchase a $1,500 computer to improve production efficiency and quality for campus newspaper.

Yale University Latin American Collection Visiting Library Fellow, 2006

Three-month, $7,500 grant to expand a comparative study of nineteenth century Latin American newspapers to better understand the origins of Latin American media philosophy.

Grants and contracts

**ORSP FOA Mini-grant, 2015-2016.**

One-year, $9,016 grant to fund salary for a student assistants and field work for the principle investigator.

ORSP FOA Mini-grant, 2011-2012.

One-year, $8,687 grant to fund supplies and salaries for two student assistants and field work for the principle investigator to explore contemporary attitudes toward community radio as one expression of Latin American media philosophy.

CSU Research, Scholarship, and Creative Activity Grant, Spring 2006

One semester, $5,000 grant to initiate study of nineteenth century newspapers in El Salvador and Nicaragua. The purpose is to understand the role of the press in those countries as they became independent and how that has shaped the media’s role today.

Recognition and awards

**Margaret A. Blanchard Dissertation Prize, 2007.**

Honorable Mention

Awarded annually for the best doctoral dissertation dealing with mass communication history
Robert F. Kennedy Award for Outstanding Coverage of the Problems of the Disadvantaged, 1996.

First place, international print, for “Doomed to Die Young,” a two-part series about children’s deaths from preventable diseases in Latin America, Africa, and the Asia subcontinent. Written in collaboration with two other correspondents.

Peer-reviewed teaching publications


Service

Campus

**Departmental committees and assignments.**

Graduate Studies coordinator, 2017- present.

Search Committee for China faculty, International Relations Department, San Francisco State University, 2017-2018.

IR Committee on Student Success in the Majors Initiative, 2017.

Search Committee for Social Movements faculty, International Relations Department, San Francisco State University, 2016-2017.

Graduate Studies Committee, International Relations Department, San Francisco State University, 2009-present.


Student and Alumni Affairs Committee, International Relations Department, San Francisco State University, 2008-2013.


Departmental representative to undergraduate honors colloquium, 2010.

**College committees and assignments.**

Director, Latin American Studies Minor, 2011- present.

Latin American Studies Minor work group San Francisco State University, 2008- 2010.


“Turning Your Dissertation into a Book,” presented at the BSS Faculty Research Series, San Francisco State University, November 19, 2008.
University committees and assignments.

Information Literacy Project 2017

Academic Freedom Committee, 2017- present.

All-University International Programs Committee, 2015- present. Reviewer, ORSP awards, Spring 2017.


Spoke at new faculty orientation, 2009.

CSU committees and assignments

“Service Learning and the Hometown Newspaper.” Presented at The Artful Partnership, San Jose, California, October 6, 2005.

Community


Reviewer, book manuscript, Liberation Technology.


Reviewer, Hispanic Scholarship Fund, 2016.


Reviewer, AEJMC Southeast Colloquium, 2010.


Memberships


American Journalism Historians Association.

Red de Historiadores de la Prensa y el Periodismo en Iberoamérica.


Guest lectures


“Reality and Film in the Salvadoran Civil War,” Latin American History Through Film class, Stanford University, May 20, 2016 & April 17, 2017.


“Understanding Cuba.” Presented to the Berkeley High School Jazz Band (prior to their trip to the island), Berkeley High School June 11, 2012.

“Media and Foreign Policy.” Presented to the International Visitor Leadership Program, San Francisco State University, May 29, 2011.
BURCU AKAN ELLIS

International Relations Department HUM 282 San Francisco State University

1600 Holloway Avenue San Francisco, CA 94132

(415) 405-2694 bellis@sfsu.edu

Education
Burcu Akan Ellis

Ph. D., International Relations, 2001
American University, School of International Service, Washington, DC

Title of Dissertation: Shadow Genealogies: Memory and Identity among Urban Muslims in Macedonia

Fields of Concentration: International Relations Theory, Comparative Politics of Southeast Europe, Peace and Conflict Resolution

B.A., International Relations, 1994
Bilkent University, Ankara, Turkey, Department of International Relations

Professional Positions

San Francisco State University, International Relations Department, Associate Professor, 2012-present

San Francisco State University, International Relations Department, Assistant Professor, December 2003-2011
Undergraduate courses “IR 308: International Relations Theory,” “IR 309: Applications in International Relations Research,” “IR 335: Muslim Societies in Transnational Perspective,” and “IR 544: Women in the World.”

American University, School of International Service, Visiting Professor, Washington, D.C. Fall 2005- Spring 2007 (on personal leave from SFSU) Honors-level course “Foundations of International Communication” and upper-level undergraduate courses in “Intercultural Communications,” “Special Issues in Communication” and “World Politics.”

American University, School of International Service, Assistant Professor, Fall 2000-2003
Undergraduate courses “World Politics,” “Cross-Cultural Communication,” and “Beyond Sovereignty” and graduate course on “Ethnicity, Culture and Conflict.”
Teaching Effectiveness

List of courses taught 2011-2016

IR 308 Fundamentals of International Relations
IR 309 International Relations: Analysis and Application IR 335 Muslim Societies in Transnational Perspective
IR 550 Proseminar in Foreign Policy Analysis (6 unit capstone thesis course) IR 734 International Migration

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Master’s Degree Committee Membership


(Chair)

Alanoud Aloufi, “Identity and Diaspora Politics among Saudi Female Migrants.”” 2016. (Chair)

Saira Farris, “The Challenges of Muslim Advocacy Organizations: The Case of CAIR.”
2016. (Chair)

Sasha Ivanoff, “International Refugee System and LGBT Asylum Seekers.” 2016. (Chair)


Jessica Rusca, “Displaced People, Factors Contributing to Migration and IRC,” 2015. (Chair)

David Sox, “Foreign Policy and Trade Export Controls,” 2016. (Chair)

Marius Iordache, “Remittances and Social Security among Latin American Immigrants.”
2016. (Chair)

Harmony King, “Human Trafficking and Corporate Social Responsibility: A Case Study of SB 657 and KnowTheChain,” 2015. (Chair)

Ian Leattner, “The International Forum on Globalization, Climate Change and Knowledge Politics,” 2015. (Chair)

Seth Roach, “International Relations and Disasters: The Incident Command System and its Application beyond the United States,” 2015. (Faculty Committee)

Carolina Bullies, “Neoliberal Media Systems: Are they public sphere spaces for ethnic minorities in the U.S?” 2015. (Faculty Committee)

Ryan Neach, “The Effective Record: Defining the Characteristics of Effective Government Records Management,” 2015. (Chair)

Christopher Nowacoski, “Discourse, Identity, and Normative Behavior in Affirmative Asylum,” 2015. (Faculty Committee)


Mohamed Abunie, “In-Country Residence, Refugee Camps or Resettlement? Refugee Cases in the Middle East,” 2014. (Chair)

Teaching Awards

2015 Awarded Honorary Captain of the University Women’s Soccer Team for contributions to student growth

2013 Nominated for Sarlo Excellence in Teaching Distinguished Faculty Award 2011 LEAD Faculty Advisor Award

Professional Achievement and Growth

Books
Burcu Akan Ellis


_Shadow Genealogies: Memory and Identity among Urban Muslims in Macedonia._


Journal Articles


Chapters in Edited Volumes
Burcu Akan Ellis


Book Reviews:


Articles Under Review


Academic Presentations


“Integration of Muslim Immigrants: Challenges and Sociopolitical Context,” Fulbright Institute for German Scholars, San Francisco State University, September 27, 2016.
“Challenges of Syrian Refugees in Turkey,” Come in or Stay Out? The Syrian Refugee Crisis in Europe Panel, San Francisco State University, November 18, 2015.

“Syrian refugees in Turkey”, IR colloquium on Syria, Iraq and ISIS,” San Francisco State University, October 19, 2015.

“International Migration Debates,” International Education Week presentations, San Francisco State University, November 15, 2014.


“Turkey in Global Perspective” Turkish Studies Week, San Francisco State University, November 14, 2012.


“Double-sided Quilt: An Introduction to Women Crossing Borders” Women’s History Month presentation, San Francisco State University, March 7, 2011.

“Gender, Education and Integration: The Case of Albanian Female Immigrants” Presentation at the Center for Russian, East European and Eurasian Studies, Stanford University, April 23, 2010.

“Transnational Families and Skilled Labor Migrations in the Balkans” for the SFSU Interdisciplinary Seminar on Feminist Scholarship, Women and Gender Studies, San Francisco State University, February 20, 2009.


“Shadow Genealogies: Then and Now” Presentation at the Institute of Slavic, East European, and Eurasian Studies, University of California-Berkeley, October 10, 2007.

“Turkish Culture of Social Networking,” Honors Presentation, School of International Service, American University, April 18, 2007.
“Ethnography of Transnational Networks: The Case of Turkish Internet Sites,” Presentation to International Relations Graduate Colloquium, San Francisco State University, May 7, 2004.


“Being Muslim the Albanian Way: Islamization and Nationalism among Albanians in the Balkans.” Paper presented at the German-American Academic Council (GAAC) and Social Science Research Council (SSRC) Summer Institute on the Islamic World and Modernity, Erlangen University, Germany, August 6-16, 1997.
Burcu Akan Ellis


Curricular Innovations

Graduate level course “International Migration,” a graduate seminar designed to critically evaluate scholarship on international migration theory, law and policies, refugee crises and integration prospects of migrants, San Francisco State University.

Upper-level GE Certified undergraduate course, “Muslim Societies in Transition” takes an innovative approach to understanding change in Islamic societies (UD-D: Social Sciences, American Ethnic and Racial, Global Studies) San Francisco State University.

Professional Leadership


Turkish Studies Group at Middle East and Islamic Studies (MEIS) to promote Turkish studies to fulfill the requirements of a grant from Institute of Turkish Studies, SFSU, 2012-2013.
Member of EWIC Women in Islam database and Sociology of Islam Network, 2011-present

Service to Campus and Community 2011-2016

Campus

Department Level

Graduate Coordinator for the Graduate Program in International Relations, San Francisco State University (SFSU), Spring 2013 to 2017.

Curriculum Committee member, Department of International Relations, SFSU, 2008-present.

Faculty Advisor of the International Relations Journal, annual student journal of the Department of International Relations, 2004-present

Faculty Search Committee, European Studies Faculty search, International Relations Department, SFSU, 2013-2014.

Faculty responsible for Alumni relations, International Relations Department, 2012-2014

Member of Middle East and Islamic Studies (MEIS) minor, San Francisco State University, 2008-present

Faculty Advisor, Sigma Iota Rho Chapter and Honors program, 2007- present.

Graduate Committee, International Relations Department, 2011-present

Undergraduate and Graduate Advisor, Department of International Relations, 2007- present.

College Level

Chair, Leave with Pay (LWP) Committee, College of Liberal and Creative Arts, San Francisco State University, 2015-2017.
Chair, Development of Research and Creativity (DRC) awards committee, College of Liberal and Creative Arts, San Francisco State University, 2015-2017.

Faculty Advisory Committee to assess Academic Resource Center (ARC), College of Liberal and Creative Arts, Fall 2014- present.

Area Coordinator for CSU Student Research Competition, College of Liberal and Creative Arts, San Francisco State University, February 2014-present.

Judge, CSU Student Research Competition Committee, College of Liberal and Creative Arts, Spring 2014

Faculty Search Committee, The College of Liberal and Creative Arts faculty search on Turkish Studies, Middle East and Islamic Studies (MEIS), SFSU, 2013.

Ingalls Award Selection Committee, College of Liberal and Creative Arts, Spring 2013.

University Level

University Student Learning Fellow, Evaluation of Student Learning in SFSU Graduation Requirements under the leadership of Dean of Undergraduate Studies and Division of Undergraduate Education and Academic Planning, San Francisco State University, 2015- 2016.

Student Marshall for University Graduate Recognition ceremony, SFSU, 2016.

Faculty Representative for the University Graduate Recognition ceremony, SFSU, 2015.

Community Service

Faculty Scholarship Manager, Turkish-American Esrefoglu Scholarship Fund, University Development, San Francisco State University, 2007-present
Interim Faculty Scholarship Manager, Middle East Studies Fellowship, University Development, San Francisco State University, 2015

Women’s History Month Planning Committee, Women’s Month Celebration Events, November-March 2013.

Interpreter for Kurdish-Iraqi refugee students and their families in the Walnut Creek School District, 2015.
PROFESSIONAL EXPERIENCE

Lecturer, International Relations Department
San Francisco State University, San Francisco, CA 2011 - Present
Prepared and delivered lectures to undergraduate students to help them acquire theoretical knowledge of current issues in global politics.

World Studies Intern Teacher, 10th Grade
James Logan High School, Union City, CA, 2002-2003
Worked with a highly diverse group of students in order to help them acquire knowledge of significant historical and cultural events.

SOCIETIES/MEMBERSHIPS
ISA International Studies Association
APSA American Political Science Association

HONORS AND ACKNOWLEDGMENTS

Presenter

GRADUATE TRAINING

Intern Trade Specialist for the U.S. Department of Commerce
Assisted Domestic and Foreign companies to obtain overseas business contacts.

CERTIFICATIONS

**California State University East Bay  Hayward, CA**
Certificate Program: Online Teaching and Learning

Cal State East Bay/New Haven Single Subject Partnership Hayward, CA
Single Subject Teaching Credential in Social Science

EDUCATION

**California State University East Bay  Hayward, CA**
Certificate Program: Online Teaching and Learning

San Francisco State University  San Francisco, CA
Master of Arts, International Relations

Cal State East Bay/New Haven Single Subject Partnership Hayward, CA
Single Subject Teaching Credential in Social Science

San Diego State University  San Diego, CA
Bachelor of Arts in Political Science

PUBLICATIONS/RESEARCH INTERESTS

**Masters Thesis**
The Poetics of US Foreign Policy: Cuba Revisited

Research Interests
Gadamerian Hermeneutics as a paradigm of global engagement
CURRICULUM VITAE

Kathleen McAfee

Professor

Department of International Relations San Francisco State University

EDUCATION

PhD Geography, University of California at Berkeley, December 1999. MA Geography, University of California at Berkeley
BA Biology (double minor in chemistry and physics), Vassar College.

PROFESSIONAL AND ACADEMIC EMPLOYMENT

1999! Consultant: UN Food and Agricultural Organization; Oxfam; Consultative Group on International Agricultural Research; Grassroots International; Indigenous Peoples’ Biodiversity Forum; NAFTA Commission on Environmental Cooperation, Institute for Agriculture and Trade Policy, US National Family Farm Coalition; Rockefeller Foundation; International Plant Genetic Resources Institute (Rome), UN Research Institute on Social Development (Geneva).

2009! 2015 Associate Professor, Department of International Relations, San Francisco State University 2006! 2009 Assistant Professor, Department of International Relations, San Francisco State University 2005 - 2006 Fulbright Canada Research Chair in Sustainability, Simon Fraser University, BC.

2004 - 2005 Executive Director, Institute for Food and Development Policy, Oakland, CA. 2001 - 2004 Yale School of Forestry and Environmental Studies and Yale Bioethics Project. 2000 - 2001 University of California President’s Postdoctoral Fellow in Environmental Studies. Fall 1994 Teaching Assistant, Development Studies, University of California at Berkeley.

1983 - 1993 Policy Analyst, Oxfam America, a nongovernment international development agency, Boston, MA. 1979 - 1983 Founder and Executive Director, City Life/Vida Urbana, Boston, MA.

HONORS

2014 (July-December) Resident Fellow, Rachel Carson Center for Environment and Society, Ludwig Maximilian University, Munich, Germany.

RESEARCH AND PUBLICATIONS

DISSERTATION


PEER-REVIEWED JOURNAL ARTICLES


2009 La Soberanía Alimentaria: Cultivando Nuevas Alianzas entre Campo, Bosque y Ciudad. (with B. Ferguson, H. Morales, A. Gonzalez Rojas, F. de Jesus Iniguez Perez, M. E. Martinez Torres, R. Nigh, I.


2003 Corn Culture and Dangerous DNA: Real and Imagined Consequences of Maize Gene Flow in Oaxaca, in *Journal of Latin American Geography* 2, 11-42.


CHAPTERS IN PEER-REVIEWED BOOKS


2015 Les paiements pour services écosystémiques au Mexique, in F. Thomas and V. Boisvert (eds.) *Le pouvoir de la biodiversité: Néolibéralisation de la nature dans les pays émergents*. IRD Éditions and Éditions Quae, France. (with Elizabeth Shapiro, who contributed equally to this article.)


EDITOR-REVIEWED JOURNAL ARTICLES AND SPECIAL ISSUES

11
2015 The politics of Nature in the Anthropocene, in press for issue 2015/3 on The Anthropocene Age, RCC Perspectives, journal of the Rachel Carson Center, Ludwig Maximilian University, Munich, Germany.

2015 Green Economy, Scarcity, Degrowth and Buen Vivir, published on-line as “Green economy and the ‘growth fetish’: what are the alternatives?” by The STEPS Centre (Social, Technological and Environmental Pathways to Sustainability), Institute of Sustainable Development, Univ. of Sussex, UK.


NON-PEER REVIEWED PERIODICAL ARTICLES

2004 Whose Planet Are We Saving? Values, Vices, and Voices in the Search for Sustainability, in the Fall/Winter issue of Watershed, published by Brown University.


2002 Earth Summit Anniversary: No Equity Without Ecology; No Ecology Without Equity, in Yale Environment School Magazine.


PUBLISHED PAPERS IN CONFERENCE PROCEEDINGS.

2006 Sustainability and Social Justice in the Global Food System / Sostenibilidad y Justicia Social en el Sistema Alimentario Global. Introductory chapter to Agroecology and the Struggle for Food Sovereignty in the Americas, proceeding of a conference I organized, edited by my Yale graduate students and published by Yale and the International Institute for Environment and Development.

PEER-REVIEWED CONFERENCE PRESENTATIONS


2011 Political Economy & Neoliberal Natures *Association of American Geographers* conference, Seattle, WA. 2010 Cool the Planet or Feed the World? Agriculture, Environmental Services and Climate Change

*Association of American Geographers* conference, Washington, DC.

2010 Climate Change, Global Hunger, and Food Sovereignty *Western Political Science Association* conference, San Francisco, CA.


2002 Neoliberalism at the Molecular Scale. Association of American Geographers, Los Angeles, CA.

2001 Are Economic and Genetic Reductionism Linked in Biotechnology Science and Policy? Society for the Social Study of Science Cambridge, MA.


1997 Indigenous Communities, Protected Areas, and Biodiversity Prospecting in Guyana Latin American Studies Association Guadalajara, Mexico.


INVITED PRESENTATIONS

2015 Seminar for academic staff of the Institute of Development Studies, University of Sussex , Sept. 12, University of Sussex, UK.

2015 Workshop for UK graduate students on my research findings, Sept. 11, University of Sussex, UK.

2015 Green Economy and Its Others: Buen Vivir and Degrowth; affective ecologies and meta-industrial labor, September 8, Institute of Development Studies, University of Sussex, UK.


Rethinking Development in Light of Climate Change, workshop sponsored by UCSC Interdisciplinary Development Working Group. Santa Cruz. October 27.


2009 Speaker, Distribution of the World’s Resources, special course on Globalization, College of Behavioral and Social Sciences, San Francisco State University, CA. October 15.

2009 Research presentation: Policy Conflicts Between Climate-Change Mitigation and Response to the Global Food Crisis, College of Behavioral and Social Sciences, San Francisco State University, CA.

2008 Speaker, Public Forum on Forests, Farming, and Society (Bosques, Agricultura y Sociedad), co-sponsored by El Colegio de la Frontera Sur and other Mexican institutions, Chiapas, Mexico.

2008 Panelist, roundtable on Women Geographers Beyond the Academy, Association of American Geographers, San Francisco, CA.

2008 Panelist, roundtable on Women Geographers Beyond the Academy, Association of American Geographers, San Francisco, CA.

2008 Speaker, Obama’s Foreign Policy Challenges, Special course, The 2008 Presidential Election, College of Behavioral and Social Sciences, San Francisco State University, CA.


2005 Geographies of Risk and Difference in Crop Genetic Engineering. Workshop on the Globalisation of Agricultural Biotechnology: Multi-Disciplinary Views from the South. 11 – 13 March. Centre for the Study of Globalisation and Regionalisation, University of Warwick, Coventry, UK.


2005 Food Sovereignty and the Socionature of Maize. Food for Talk Lecture Series York University; University of Toronto; Ryerson University; and the Toronto Food Policy Council. Toronto, Canada.


2003 Is Agriculture the Enemy of Nature? Tropical Resources Institute Public Lecture Series on Globalization and the Environment, Yale Environmental School, April.


1998 Biodiversity and the Rise of Green Developmentalism *New World Orders? Contested Local Terrains in an Era of Globalization*, University of California at Irvine,


**NON-PEER REVIEWED CONFERENCE PRESENTATIONS AND PUBLICATIONS**

2007 Are Global Markets in Environmental Services the Missing Link Between Conservation and Development? *Second Global Conference on Economic Geography* 25-28 June 2007, Beijing, China,

2006 Sustainability and Social Justice in the Global Food System / Sostenibilidad y Justicia Social en el Sistema Alimentario Global. Introductory chapter to *Agroecology and the Struggle for Food Sovereignty in the Americas*, proceeding of a conference I organized, edited by my Yale graduate students and published by Yale and the International Institute for Environment and Development.


2003 Corn Culture and Dangerous DNA. *Conference of Latin American Geographers*, Tucson, AZ.

2000 Environmental Reductionism and Market Economics: Genetic Resources as a Global Currency.

The Truth is the Whole: A Celebration of the Unity and Dynamic Complexities of Life: Festschrift in honor of Richard Levins, Harvard School of Public Health, Boston, MA.

1997 Selling Nature To Save It? International Conference on Critical Geography Vancouver, BC.

BULLETINS AND TECHNICAL REPORTS


2005 Food Aid: Time to Get It Right (with Sophia Murphy). Institute for Agriculture and Trade Policy for the Rockefeller Foundation.


1984-1992 One Sky, One Ocean, One Earth, No. 16, in Oxfam America's Facts for Action. My other titles in the Facts series of 20-page educational reports include: Third World Debt: Payable in Hunger?


GRANTS AND AWARDS RECEIVED AND PROPOSALS SUBMITTED

SFSU Sabbatical leave fall 2013 for writing and field research in Mexico and Cuba.

SFSU ORSP FOA 2013-14 Coping with Climate Change and Relieving World Hunger: Conflict or Synergy? (funded)

SFSU ORSP FOA 2010-1011 Collaborative Research Grant: The Record of Payments for Environmental Services and Its Implications for Global Climate-Change Mitigation. (funded)

2010 Association of American Geographers Research Grant: Climate-Change Mitigation and Global Hunger Reduction: Conflict or Synergy? (funded)

2010 Vice President’s Award for Research, Scholarship and Creative Activity: Contrasting Models: Food-Security and Food Sovereignty and Implications for US Trade and Agricultural Policy. (not funded)

2009 Vice President’s Award for Research, Scholarship and Creative Activity: Stopping Global Warming and Relieving World Hunger: Conflict or Synergy. (not funded)

2008 Vice President’s Award for Research, Scholarship and Creative Activity:

Poverty and International Development in the New Millennium: Renewing the Curriculum (funded)

2008 President’s Award for Research, Scholarship and Creative Activity: Instability, Poverty, and Sustainable Development in the New Millennium: An International Dimension. (not funded)
2007 Vice President’s Award for Research, Scholarship and Creative Activity:
Can Markets in Ecosystem Services Help Avert Climate Catastrophe and Promote Development? (funded)

2005 US-Canada Fulbright Program grant in support of position as Visiting Canada Research Chair in Sustainability, Simon Fraser University, Vancouver and Burnaby, British Colombia, 2005-06.

1999 University of California President's Postdoctoral Fellowship, University of California at Santa Cruz, 1999-2001.

1999 Social Science Research Council Peace and Security Program Fellow.

1997 US Fulbright Program/ Institute for International Education Grant for overseas research, 1997-98 (awarded but declined; sufficient funding from other sources).


1997 Institute on Global Conflict and Cooperation, University of California Policy Fellowship, 1997-98.

1997 InterAmerican Foundation Field Research Fellowship for fieldwork in Guyana.

1996 Organization of American States Research Stipend for fieldwork in the Caribbean.


1996 Institute on Global Conflict and Cooperation, University of CA Research Fellowship, 1996-97.


Undergraduate Honors (dean’s list) during all four years; Phi Beta Kappa; BA cum laude, and Matthew Vassar Prize for the best work in my undergraduate major field.

PRIZES FOR SCHOLARLY ACTIVITY

2007 The American Geographical Society’s Wrigley-Fairchild prize for the best article published during three years of The Geographical Review (Volumes 92, 93, and 94).

CONTRIBUTIONS TO CAMPUS AND COMMUNITY

Campus community

2015 ! Member, International Relations Graduate Studies Committee

2009 - 2013 and 2015 ! International Relations Undergraduate Internship Coordinator 2007 ! Member, International Relations Undergraduate Curriculum Committee

2007 Chair, International Relations Faculty Hiring Committee

2007, 2008, 2009 “Open Classrooms” with outside expert speakers as part of annual International Education Week, San Francisco State University, CA. Open to students, faculty, and the public.

College committees and assignments

2014 ! Member representing the College of Liberal Arts & Creative Activities, All University Committee on International Programs, San Francisco State University.
2012-2014 Member, College of Liberal Arts and Creative Activities, Technology Committee, SFSU.
2009 Panelist, College of Behavioral and Social Sciences, SFSU. Teach-in on the budget crisis in the U.S. and California.
2007 Presentation for College of Behavioral & Social Sciences to President’s Alumni Executive Roundtable, SFSU.
2007 Speaker, China’s Environmental Crisis, College of Behavioral and Social Sciences, SFSU.

University committees and assignments


2009 ! Faculty affiliate, Environmental Studies Program, San Francisco State University. 2006-2012 Faculty affiliate: Center for US-China Policy Studies, San Francisco State University. Service to profession

2015 ! Peer Editor, Academia.edu. (Editors are senior scholars who select articles to be featured in mailings.)

2009-2015: Peer reviewer, academic journal publishers:

ACME: International Critical Geography E-Journal Agriculture and Human Values
Annals of the Association of American Geographers (three times)
Antipode (twice)
Climate and Development Conservation and Society Development and Change (three times) Economic Geography
Environment and Planning (special issue on the work of 20th-century economist Karl Polanyi)
Political and Legal Anthropology Review Political Geography
Science Sustainability
Sustainability Science
The Professional Geographer

2009-2015: Peer reviewer, universities and academic book publishers:

Routledge/Taylor & Francis (book)
University of Antwerp (one PhD dissertation, one monograph);
University of Chicago Press (book)

2009-2015: Peer reviewer, academic grant makers:

US National Science Foundation (large grant for research on global biodiversity economics and policy)
Social Science & Human Research Council of Canada (large grant proposal for research in Eastern Europe).

2015 Panel convener and conference rapporteur ‘Resource Politics: Transforming Pathways to Sustainability’, September 7-9, Institute of Development Studies, University of Sussex, UK.
2015 Chair, session series ‘Affective Ecologies’ Association of American Geographers, Chicago, IL April.


2014 Session organizer and chair: ‘REDDy or Not 1 & 2: Political Ecologies of Forest Carbon, Accumulation, and Resistance’. Association of American Geographers, Tampa FL


Service to communities beyond campus and profession


2010 Presentation: Hunger and Global Warming: Are they connected? Talk to 200 middle and high-schools at annual conference of World Savvy, which engages youth in community and world affairs. Mar. 17.

2010 Presentation: US policy for Food Security, Food Aid, and Agricultural Trade. Talk to 22 international visitors on the US State Department tour, hosted by the Institute of International Education.


PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS


Western Political Science Association, 2010 ! 2012

Political Ecology Society, 2007 !


CURRICULUM VITA

Mahmood Monshipouri

OFFICE HOME

Department of International Relations 1345 Alvarado Rd.
HUM 280 Berkeley, CA 94705
San Francisco State University (510) 705-1533 (home)
1600 Holloway Ave. (415) 265-6965 (cell)
San Francisco, CA 94132 (415) 338-2239
Email: mmonship@sfsu.edu

EDUCATION

Ph. D., University of Georgia (1987) Political Science

PROFESSIONAL EXPERIENCE

2016- Chair, Department of International Relations, San Francisco State University
2011-2014 Graduate Coordinator, International Relations Department, San Francisco State
2011-2014 RTP member and Graduate Committee
2014 Professor, San Francisco State University
2007-2013 Assistant/Associate Professor, San Francisco State University

COURSES TAUGHT

International Relations
Democratic Uprisings in the Middle East and North Africa Fundamentals of International Relations
Introduction to World Affairs
Theory and Application in International Relations Middle East and North Africa in International Relations Persian Gulf in International Relations

PUBLICATIONS
Books

*Middle East Politics, New Challenges, New Dynamics* (a book manuscript submitted to Lynne Rienner Publishers).


*Democratic Uprisings in the New Middle East: Youth, Technology, Human Rights, and US Foreign Policy* (New York: Routledge, 2014)


Articles


**BOOK CHAPTERS/ENCYCyclopedia**


“Human Rights, Religion, and HIV/AIDS in Bangladesh, Indonesia, and Iran,” a co-authored manuscript with Travis Trapp, solicited by Alex C. Michalos, for the Encyclopedia of Quality of Life Research (Springer, 2014), pp. 3033—3039.


BOOK REVIEWS


PRESENTATIONS

Papers and Panel Responsibilities


2017 “Refugees and Basic Rights: How Best to Deal with Syrian Refugee Crisis?” a paper presented at the American Political Science Association Meetings in San Francisco, CA, August 31-September 3.


2016 “Human Rights, Youth, and Technology in the Middle East,” a paper delivered at International Studies Association, Atlanta, Georgia, March 16-19.

2015 “Iran-Turkey Relations: Toward a New Strategic Vision,” a paper presented at the


2013 “A Comparative Analysis of the Arab Uprisings: Is Peaceful Democratic Change the Only Route to Advancing Human Rights?” A paper presented at 2013 American Political Science Association Meetings, August 29-September1, Chicago, IL.


2012 “Civil disobedience and Repression: A Comparative Analysis of Arab Uprisings,” a co-authored paper with Ace Wiseman, to be delivered at the American Political Science Association, New Orleans, Louisiana, August 30-September 2.


SERVICE TO THE PROFESSION

Manuscript Reviewer for Journals and Publishing Companies:

American Political Science Review
Journal of Armed Forces and Society
Southeastern Political Review
Millennium: Journal of International Studies
International Studies Quarterly
Journal of Iranian Research and Analysis
Journal of Church and State
International Studies Review
International Journal of Middle East Studies
Co-editor: Muslim World Journal of Human Rights (an electronic journal, UC-Berkeley)

Lynne Rienner Publishers, Boulder, CO.
Addison Wesley Longman, New York
University of Pennsylvania Press, Philadelphia, PA.
Houghton Mifflin Company, New York
University of California Press, Berkeley
Cambridge University Press
Ashgate Publication Co
Palgrave-Mamillan Publication
MEMBERSHIP OF PROFESSION SOCIETIES

The American Political Science Association (APSA) The International Studies Association (ISA)

Middle East Studies Association of North America (MESA) The International Studies Association (Northeast)


Pi Sigma Alpha
Anthony Robert Pahnke

Education Graduate


Undergraduate


Professional Positions and Academic Ranks

Assistant Professor in International Relations. San Francisco State University. 2017- present.
Visiting Assistant Professor in Political Science and Environmental Studies. St Olaf College, Northfield, MN. 2014 – 2017.
Instructor and Community Faculty. Metropolitan State University. Saint Paul, MN. 2012-2013.

Teaching Experience and other Primary Assignments

Spring 2018. (San Francisco State University). Introduction to International Affairs. Social Movements.

Professional Achievement and Growth Peer-Reviewed Publications

Book


**Articles**

“From Hostile Skepticism to Strategic Utilization: How the Brazilian Landless Movement Learned from Repression to Use Legislation.” *Social Movement Studies.* (forthcoming).


**Articles under Review**

“The State as Raw Material: Sovereignty and Capitalist Accumulation in Brazil’s Primary Sector.” *Latin American Perspectives.*

“Social Movement Consolidation and Strategic Shifts: The Brazilian Landless Movement During the Lula and Dilma Administrations.” *Latin American Perspectives.*

“Lenin’s Critical Engagement with Liberal Democracy: Opportunism, National Self-Determination, and Dictatorship.” *Constellations*

**Professional Conferences**

Western Political Science Association (WPSA), in San Francisco (April 2018-Upcoming)

Latin American Studies Association (LASA), in Spain (May 2018-Upcoming).

**Contributions to Campus and Community Campus**

Department Events Committee. San Francisco State University.

Proposing New Course, *Contentious Politics: Social Movements, Revolutions, Terrorist Organizations,* for Spring 2018. – rejected, included as cross-listed course with the departments of Political Science and Sociology.


**Community**


Reviewer for *Journal of Peasant Studies.*


**Professional Affiliations** (Member)


Western Political Science Association. 2018 - present.
EMPLOYMENT

San Francisco State University
Assistant Professor Department of International Relations, August 2014-Present

University of Chicago
Lecturer, Department of Political Science, September 2011 to June 2012

Naval Postgraduate School
Assistant Professor, Department of National Security Affairs, September 2006-June 2011

EDUCATION

Department of Government, Cornell University, Ithaca, NY
Dissertation: Law and Order in the European Union—The Comparative Politics of Compliance Committee:
Peter Katzenstein, Jonas Pontusson (co-chairs), Sidney Tarrow, Christopher Way
Major Fields: International Relations, Political Economy, Comparative Politics

Department of Government, Cornell University, Ithaca, NY
Master of Arts, September 2003.

University of Chicago, Chicago, IL
Bachelor of Arts (with honors), June 1999.

PUBLICATIONS AND PAPERS

Publications
Books

The Political Economy of Noncompliance (May 2011, Routledge) Peer-reviewed Articles


Bearing Their Share of the Burden: Europe in Afghanistan,


“A New Exodus? Explaining Jewish Migration from Europe After the Cold War”

[Under review: Journal of Modern Jewish Studies]

Book Chapters

“Rightwing Populism in a Post-Marriage World: The Varieties of Backlash” in *Marriage in Advanced Industrialized Countries.* (Under Review)

Works in Progress:
“Between Rainbows and Crosses: How Church-State Relations Affect Compliance with the EU’s Employment Equality Directive”

“The Party Politics of LGBT Rights in Switzerland”

“Putting Gay Rights to a Vote: SSM Referenda in Switzerland” “Rights of Anti-Semitism in Europe: Righting vs. Leftwing Violence” Conference Papers:


*Paper Presented at the Annual Meeting of the American Political Science Association, September 3-6, 2015, San Francisco, California.*

“Broken Rainbows: The Partisan Politics of Marriage Equality” (with Alice Wang)

*Paper Presented at the Annual Meeting of the International Studies Association, March 2016, Atlanta, GA; Conference for European Studies, Philadelphia, PA, April 2016*

“A New "Exodus"? The Political Economy of Jewish Migration”

*Paper Presented at the Annual Conference of the Council for European Studies, Philadelphia, PA, April 2016*

“Enabling the Hegemon? Realist Institutionalism and European Integration”

*Paper Presented at the Annual Meeting of the International Studies Association, March 2016, Atlanta, GA;*


*Paper Presented at the European Union Studies Association Biannual Conference, Miami, FL, May 4-6, 2017; European Political Science Association Annual Conference, June 25-27, 2015, Vienna, Austria; European*

“Driven to Extremes: Terrorism, Threat Perceptions, and Counterterrorism Across the Atlantic.”

“Europeanizing the “War on Terror”: Judicial Cooperation and Compliance in the EU.”


“Bearing Their Share of the Burden: Europe in Afghanistan”


“Deliberating Across Democracies: The Institutional Constraints on Communicating Compliance”


“The Limits of Supranationalism: The New *ius Commune* in Europe”


“The Varieties of Compliance: Explaining Variation in Compliance with EU Law (1978-2002)”

Paper Presented at the 9th Biannual EU Studies Association Conference, Austin, TX, March 2005 and at the annual meeting of the 63rd Midwest Political Science Association National Conference, April 2005.

“Interests or Institutions: Explaining the Origins and Settlement Practices of Non-Compliance in the EU”


“Constructing Economic Sovereignty: Embedded Neo-Liberalism in Europe”


“Unpacking the Democratic Peace: Diversionary War, the Economy and Democracy”


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**Teaching and Research Interests**

**Courses taught at SF State:**
FELLOWSHIPS, GRANTS AND AWARDS

ORSP Small Research Grant, 2017-18

Emile Noël Fellowship, Jean Monnet Center for International and Regional Economic Law & Justice, NYU School of Law, January 2008-June 2008.

Olin Dissertation Completion Fellowship, Cornell University, 2005-6.

Conference Travel Grant, Cornell University, 2005.

Resident Fellow, Graduate School of Social Sciences, University of Bremen, Germany, 2003- 4.

Conference Travel Grant, APSA Annual Meeting, Chicago, IL, 2002.

Graduate School Conference Travel Grant, Cornell University, 2002.

Michelle Sicca Summer Grant, Institute for European Studies, 2002.

Russell Sage Foundation Graduate Fellowship, 2000-1.

FIELD RESEARCH AND VISITING POSITIONS


LANGUAGE AND RESEARCH SKILLS

German: Fluent Reading, Speaking and Comprehension; Proficient Writing.


REFERENCES

Upon Request
Dr. Amy Skonieczny

**Education**

**Doctor of Philosophy**, Political Science, University of Minnesota, Minneapolis, MN, May 2008
Minor: Development Studies and Social Change

Dissertation Title: *Trading Stories: Narrative, Event and Social Theory in International Economic Relations*

Advisor: Dr. Raymond (Bud) Duvall

**Master of Arts**, International Relations (Honors), San Francisco State University, CA, 2000

Thesis Title: *(Re)Presenting NAFTA: Myth, Representation and the Discursive Construction of U.S. Foreign Policy*

**Bachelor of Arts**, Political Science (Cum Laude), Minor: Spanish, Humboldt State University, Arcata, CA, 1994

**Academic Employment**

**Associate Professor**, San Francisco State University, August 2015-Present
**Assistant Professor**, San Francisco State University, August 2007- Present

**SFSU Courses Taught**

IR 308, IR 309, IR 310, IR 312, IR 550; IR 362 Domestic Sources of US Foreign Policy; IR 725 Foreign Policy Analysis.

**Professional Achievement and Growth**

**Research and Publications**

**Peer-Reviewed Publications**

*Peer-Reviewed journal articles*


**Peer-Reviewed book chapters**


Peer-Reviewed textbook chapters

Skonieczny, Amy (2016) “American Foreign Policy.” Globalyceum, an online course resource and web-based video lecture platform.
https://www.globalyceum.com/

Peer-Reviewed Encyclopedia Articles


Publications Under Review and In Progress Manuscripts Under Review


Manuscripts in Preparation


Peer-Reviewed conference presentations


“Teaching Writing as Social Justice.” Presented at the University of Minnesota Political Science Teaching Conference, Minneapolis, MN July, 2014.


Conferences and Workshops Organizer, Panel Chair and Discussant
Chair and Panel Organizer, “Using Current Events in the International Relations Classroom”, University of Minnesota Alumni Teaching Conference, Minneapolis, MN, July, 2014.
Faculty Affinity Group Organizer, “Online and Interactive?”, SFSU Faculty Research and Creative Activities Retreat, January, 2013.

Teaching Effectiveness and Accomplishments
Teaching Evaluation Mean Score Summary of All Classes and Semesters
<table>
<thead>
<tr>
<th>Summary of Student Evaluations</th>
<th>Total Enrollment</th>
<th>Completed Evaluations</th>
<th>Overall Mean Score</th>
<th>Department Rating</th>
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<tbody>
<tr>
<td>Fall 2007-Summer 2014</td>
<td>1750</td>
<td>689</td>
<td>1.30</td>
<td>Superior 1.0-1.5</td>
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**Supervision of Master's Thesis, San Francisco State University, 2009 - Present**


Chair, Daeyeon Lee, Narratives and the Two Koreas, Fall 2017.

Chair, Miles Theodore Popplewell, Narratives and the Kurdish State, Fall 2017. Chair, Yuchuan Guo, Internship Cumulating Experience, Spring 2017.


Chair, Alison Kaneko, “Norm Maturity: Assessing the Current State of the Norm Against Genocide.” Spring, 2010.

**Student accomplishments**


2 undergraduate student IR 550 papers presented at ISA-West, 2009.

11 undergraduate student class papers (4 IR 550, 5 IR 309, 2 IR 312) published in the IR Dept Student-Run *International Relations Journal*.

**Student Mentorship and Supervision**

IR 640 Field Study (Internship) – 3 undergraduate students supervised

IR 685 Project in Teaching IR – 20 undergraduate Teaching Assistants supervised IR 699 Undergraduate Independent Study – 3 independent studies supervised

IR 708 College Teaching IR – 7 graduate student Teaching Assistants supervised

IR 898 Master’s Thesis – 1 graduate student supervised as Chair

**Honors, Awards, Grants and Fellowships**
Student Success in the Major, CSU Curriculum Development Grant, $5000, Spring 2017 Faculty Affairs Travel Award, $1000.00, San Francisco State University, Fall 2016

LCA Research Summer Stipend, $8000, San Francisco State University, Summer 2015

Faculty Affairs Travel Award, $650.00, San Francisco State University, Fall 2014 Faculty Affairs Travel Award, $746.99, San Francisco State University, Fall 2010.

Invited Presentations – Campus

Masters of Ceremony, IR Department Graduation Banquet, Spring 2017

Invited Speaker and Panelist, Remembering 9/11, Campus Event Organized by the History Department, September 14, 2016

Invited Speaker and Panelist (Declined) “Remembering 9/11”, Campus Event Organized by the SFSU History Department, September 11, 2014.

Keynote Speaker, IR Department Graduation Banquet, Spring 2014


Invited Speaker and Guest Lecturer, Where do we go from here? Post-Election Analysis, POL 276, December 6, 2012.

Invited Speaker and Guest Lecturer, IR 725 Foreign Policy Analysis, Graduate Seminar, October 8, 2012

Invited Speaker and Panelist, Remembering 9/11, Campus Event Organized by the History Department, September 11, 2012

Invited Speaker and Guest Lecturer, IR 725 Foreign Policy Analysis, Graduate Seminar, October 10, 2011 Invited Speaker, Master’s in IR Student Organization Graduate Student Colloquium, IR Department, November, 2010

Keynote Speaker, IR Department Graduation Banquet, Spring, 2010

Invited Speaker and Panelist, BSS 275: Globalization and Its Discontents, October, 2009 Keynote Speaker, IR Department Graduation Banquet, Spring 2009

Invited Speaker and Panelist, Obama at 100: An IR Alumni Event, April 2009


Invited Presentations – Scholarly Community


Invited Speaker and Faculty Participant, International Studies Association-Northeast Region Qualitative Methods Workshop on Relational Approaches to International Relations, Baltimore, MD, November, 2008.
Contributions to Campus and Community Campus

Departmental Committees and Assignments

New Hire Search Committee, Member Fall 2016
IRSA Committee (IR Student Association) Supervisor Fall 2014-Spring 2014
Curriculum Committee, Chair (elected) Fall 2012-Present Curriculum Committee, member Fall 2008-Present
Student and Alumni Affairs Committee Fall 2007-Spring 2012 GWAR Assessment Committee Spring 2011
IRSA Committee (IR Student Association) Fall 2008-Spring 2010
Graduate Committee Fall 2007-Spring 2008

College Committees and Assignments

Undergraduate Research, Scholarship and Creative Activity Committee (Dean’s appointment) Fall 2017 Liberal and Creative Arts Elections Committee, Chair (elected) Spring 2014- Present Liberal and Creative Arts Elections Committee (elected) Fall 2011- Present
CSU Research Competition, BSS Area Coordinator (elected) Fall 2011-Spring 2014 Liberal and Creative Arts Scholarship Committee (elected) Fall 2011-Spring 2013 Humanities Technical Committee (appointed) Fall 2011-Spring 2012 Behavioral and Social Sciences Scholarship Committee (appointed) Spring 2009 and 2010 Behavioral and Social Sciences Meth-Tech Committee (appointed) Fall 2008-Spring 2011
SFSU Graduation Celebration Faculty Marshall (Volunteer) 2008, 2009, 2010

University-Wide Committees and Assignments

Academic Senate, Student Affairs Committee (dean’s appointment) Spring 2017

Professional Community Committees and Assignments

International Studies Association, Foreign Policy Analysis Section-At-Large Member (elected) Spring 2017- Present
International Studies Association-West Governing Council-At-Large Member (elected) Fall 2014-Present International Studies Association-West Governing Council Member Fall 2012-Present International Studies Association –Northeast Governing Council Member Fall 2010-Spring 2014

Community

Journal Manuscript and Grant Solicited Reviews

The New Foreign Policy: Complex Interactions, Competing Interests, by Laura Neack, Solicited Textbook Review, May 2017
Politics and Governance, Reviewer, 2017
James M. McCormick’s reader The Domestic Sources of American Foreign Policy: Insights and Evidence (3rd edition), Solicited Textbook Review, January 2016

Cross-Cultural Perspectives on Culture and Politics, Solicited Textbook Review, April 2011
Donald Snow and Patrick Haney’s Foreign Policy in a New Era, Solicited Textbook Review, May 2011
Social Sciences and Humanities Research Council of Canada, Solicited External Grant Reviewer, June 2010

American Political Science Review, Reviewer, 2002
ANDREI P. TSYGANKOV

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CURRENT STATUS

Professor, International Relations/ Political Science, San Francisco State University, CA

EDUCATION

2000 Ph.D. in International Relations, University of Southern California, Los Angeles, CA
1991 Ph.D. (Kandidat nauk) in Political Science, Moscow State University
1988 Highest Education in Philosophy (with distinction), Moscow State University

PROFESSIONAL EXPERIENCE

Positions Held

2017 Visiting Professor, Middlebury Graduate Institute of International Studies, Monterey, June
2014 Leading Scientist, Laboratory of Political Analysis & Forecast, Nizhny Novgorod State University
2013 Visiting Fellow, Aleksanteri Institute, University of Helsinki, October-November
2013 Visiting Professor, School of Regional and International Studies, Far Eastern Federal University, Vladivostok, Russia, March
2008 Professor, International Relations/ Political Science, San Francisco State University. Since Fall

Courses Taught

Russia / Former Soviet Union: PLSI 407 Russian Politics; IR 328 Post-Soviet States; IR 409 Russia & World Order; IR 747 Russia & the West

International Relations: IR 104 Introduction to World Affairs; IR 550 Culminating Experience; IR 725 Foreign Policy

Comparative Politics: PLSI Introduction to Comparative Politics

MAIN HONORS

Books Russia’s Foreign Policy and Russia and the West from Alexander to Putin won the World Science Integration award by the Russian Political Science Association, November 2015

Books Russia’s Foreign Policy and The Strong State in Russia selected by Russia Direct among ten best books on Russia in 2013 and 2014

Books and articles published in Canada, Germany, Great Britain, China, Czech Republic, France, South Korea, Russia, Turkey, Switzerland, and the United States

PUBLICATIONS

Books
2018 NATO and Regional Security in Europe and Eurasia, an edited special issue of Communist and Post-Communist Studies, Vol. 51, No. 2, in progress
2018 The Handbook of Russian Foreign Policy. London: Routledge, edited volume. 450 pp

Articles in Western Refereed Journals

2017 “In the Shadow of Nikolai Danilevsky: Universalism, Particularism, and Russian Geopolitical Theory,” forthcoming in Europe-Asia Studies, Vol. 69, No. 4, June
2015 Vladimir Putin’s Last Stand: The Sources of Russia’s Ukraine Policy,” Post-Soviet Affairs, Vol. 31, No. 4, July, pp. 279-303 (leading article)
2012 “Assessing Cultural and Regime-Based Explanations of Russia’s Foreign Policy: ‘Authoritarian at Heart and Expansionist by Habit?’,” Europe-Asia Studies, Vol. 64, No. 4, June, pp. 695-713.

Articles in Special Issues / Book Chapters


Non-Refereed Publications
2017 “Russia’s Limited Informational War on the West,” *Public Diplomacy*, # 1
2017 “Russia’s Civilizational Geopolitics,” *Russia in Global Affairs*, No. 2 (reprinted in special issue of *Russia in Global Affairs*, “Conservatism in Foreign Policy: XXI century,” May)
2015 “Russia’s Foreign Policy in Historical and Cultural Perspective,” a chapter in *Beijing Strategic Review*, annual volume published by Peking University.
2015 “The crisis of democracy and the demand for state,” a chapter in *Demokratiyi 21 века*, leading section in the report by the Institute for Economic and Political Studies Fund, Moscow
2015 “The Strong State in the 21st Century,” *National’ny interes*, No. 2 (leading article) (an extended version in *Valdai Club* series, May, # 15; also as leading article in *Russia in Global Affairs*, No. 3)
2014 “The Sources of Russia’s Ukraine Policy,” in *Russian Analytical Digest*, December, # 158 (leading article)
2014 “Vladimir Putin’s Crusade,” *The New Eastern Europe*, No. 1
2013 “Soft Power and International Relations Theory,” *Russia in Global Affairs*, No. 6
2013 “Vladimir Putin’s Civilizational Turn,” *Russian Analytical Digest*, 8 May, No. 127
2013 “Russia and the Middle East: Navigating Between Islamism and Westernism,” *Politique étrangère*, 78, 1, Spring.
2012 “Russia & Global Governance in the Post-Western World,” *Russian Analytical Digest*, June, # 114
2012 “Understanding Russia,” *Russia in Global Affairs*, No. 2, May-June
2012 “Change and Continuity in Russia’s Foreign Policy,” *Russian Analytical Digest*, March, # 109

Publications in Russian (unavailable in English)

2017 “Enlightened Statism: Aleksei Boraturov and Russian IR Theory,” (with Pavel Tsygankov), *POLIS*. No. 4
2015 “Vadim Tsyymbursky’s Isolationist Geopolitics,” a paper in the special issue of *Tetradì po konservatizmu* on Vadim Tsyymbursky, edited by Boris Mezhuev. No. 1 (3) (leading article)
2014 “Prospects of Russian IR Theory,” *Sravnitel’naya Politika*. No. 2 (15)
2013 “Meetings with Hayward Alker,” in *Beyond Methodological Boundaries*, edited by Mikhail Ilyin. Moscow: INION.
2013 “Russian Values and Foreign Policy,” in *Universal Values in World Politics and Foreign Policy*, edited by Pavel Tsygankov. Moscow: Moscow State University.
2010 “I. G. Tyulin and the Russian School of International Relations” (with Pavel A. Tsygankov), in I.G. Tyulin and International Relations, edited by Torkunov. Moscow: MGIMO


**Professional Conference and Seminar Papers** (also see Invited Presentations/ Talks below)

2017 “Fragmentation, Global Transition, and the Russia-US Rivalry,” a paper at the panel on US, Russia, China, and world order (Chair: V.M. Kapitsyn), Russian Political Science Association, Moscow, November 25.

2017 “Russia’s Foreign Policy: Goals, Drivers, and Future Directions,” keynote address, the conference “U.S.-Russia Relations in Global Context,” Kennesaw State University, Georgia Institute of Technology, March 16.

2017 A participant in the round table discussion “Rising and Resurgent Powers: An End to the Liberal Order?” the 58th International Studies Association Convention, Baltimore, February 25.


2016 A participant in the round table discussion “The Return of Geopolitics and the Ukraine Crisis”, the 57th International Studies Association Convention, Atlanta, March 17.

2016 A discussant at two panels on Russian foreign policy, the 57th International Studies Association Convention, Atlanta, March 15.

2015 “Russian IR Theory Today and Tomorrow,” a paper at the panel on Russian Political Science (Chair: Olga Malinova), American Political Science Association, San Francisco, September 3.


2015 A discussant at the panel “Soft Power Goes Russian”, the 56th International Studies Association Convention, New Orleans, February 19.

2015 A participant in the round table discussion “The Concept of Exceptionalism in European, Russian, and American Foreign Policy Thought”, the 56th International Studies Association Convention, New Orleans, February 18.


2014 “The Rhetoric and Values of Civilization in Russia’s Foreign Policy,” a paper at the panel on Russia’s soft power (Chair: Geir Flikke), Association for Eurasia and East European Studies, San Antonio, USA, November 19.


2014 “Uses of Eurasia: the Kremlin, the Eurasian Union, and the Izborsky Club,” the workshop on the “Eurasia 2.0: Post-Soviet Geopolitics in the Age of New Media,” Center for Russian and Eurasian Studies, Uppsala University, Sweden, November 3-4.
2014 “Values and Interests in Russia’s Relations with the West,” the workshop on “The Impact of National Cultures on Foreign Policy Making in Multipolar World,” the Center on Asia and Globalization at the Lee Kuan Yew School of Public Policy, National University of Singapore, Robert Bosch Foundation, Berlin, October 5-6.

2013 A discussant at the panel “Revisiting Russia’s Public Diplomacy as Soft Power,” the conference “Russia and the World”, Aleksanteri Institute, University of Helsinki, October 25.

2013 “Russia’s Foreign Policy: Vision, Confidence, and Recognition,” a keynote address to conference “Russia and the World”, Aleksanteri Institute, University of Helsinki, October 24.

2013 “The Frustrating Partnership: Honor, Status, and Emotions in Russia’s Discourses of the West,” a paper delivered at the conference “Russia and the World”, Aleksanteri Institute, University of Helsinki, October 24.

2013 A participant in a round table discussion “Worlding Beyond the West”, the 54th International Studies Association Convention, San Francisco, April 4.

2013 A discussant at the panel “European Union, Russia, and Turkey Relations in Their Shared Neighborhoods”, the 54th International Studies Association Convention, San Francisco, April 5.

2013 “The Discourse of Civilization in Russia’s Foreign Policy,” a paper for PONARS conference, Washington, DC, March 16-18, 2013

2012 “If They Learn to Listen to Us’: Honor, Emotions, and Dmitri Medvedev’s Discourses of the West,” a paper for the workshop on “Psychology of Russian Foreign Policy,” University of Helsinki, September 7, 2012.

2012 “Managing Phobias of the West: Russia’s Identity and the Afghanistan Debate,” a paper delivered at the panel “Emotions and Russian Foreign Policy” (Chair: Tuomas Forsberg), the 53d International Studies Association Convention, San Diego, April 3.

2012 A chair and a discussant at the panel “Russia’s Foreign Policy: Explaining Dmitri Medvedev’s Momentum”, the 53d International Studies Association Convention, San Diego, April 1.


2009 “US-Russia Relations in the Post-Western World,” a paper at the conference “Transatlantic Relations in a Post-Transatlantic World: Responding to the Russian Challenge,” organized by Institute of European Studies and the APEC Study Center, UC Berkeley, April 2.

2008  “Dueling Honors: Realism, Constructivism and the Russia-Georgia Divide” (with Matthew Tarver-Wahlquist), a paper delivered at the panel “The Domestic and International Context of Russian Foreign Policy” (Chair: Norma C. Noonan), the 49th *International Studies Association Convention*, San Francisco, USA, March 28.


**PROFESSIONAL AND CIVIC ACTIVITIES**

**Media Contributions**


**Invited Presentations / Talks / Participation**

2017  “Understanding Russia-West Relations,” presentation at Beijing University, Chinese translation of the book *Russia and the West from Alexander to Putin*, December 13

2017  “US and Russia: a New Cold War?,” a presentation at a conference *University of San Francisco*, September 10

2017  “Doomed to Rivalry? Understanding Russia’s Relations with the West,” the conference on “Russian Foreign Policy,” *University of Louisville, Kentucky*, September 5

2017  Presentation at a conference “Russia and the West: Significance, Challenges, Potential”, the Kozmetsky Center of St. Edward’s University and the Center for European Studies and Center for Russian, East European and Eurasian Studies at the University of Texas, Austin, April 24-26

2017  Presentation at the Forum “US-Russia Relations: Where Are We Headed?” Mt. Diablo Peace and Justice Center, Orinda, March 11

2016  *The Valdai forum* for the world’s leading Russia scholars, a participant, Sochi, October 25-27

2016  “The War on Terror 2.0: Putin’s New Old Foreign Policy,” a presentation at a seminar organized by *Center for Russian Studies, Uppsala University*, May 17

2016  “Russia and Turkey: Is There a Way Forward?,” a panel presentation at a seminar organized by *Institute of Slavic, East European, and Eurasian Studies, UC Berkeley*, April 19

2016  “The Ukraine Crisis as the Culmination of Tensions between Russia and the West,” a panel presentation at a conference at *USC, Los Angeles*, April 8


2015  *The Valdai forum* for the world’s leading Russia scholars, a participant, Sochi, October 19-23
2015  “Syria, Iraq, ISIS, and Engaged International Powers,” a panel organized by International Relations Department, San Francisco State University, October 16
2015  “The Conflict in Ukraine: Impact on the US-Russia Relations,” a conference at Clayton State University, October 1
2015  “The Soviet System, Breakup, and the Ukraine Crisis,” a discussion at Hilldale 8-K School, Daly City, March 19
2014  “The West, Russia, and the Crisis in Ukraine;” a panel organized by Institute of Slavic, East European, and Eurasian Studies, UC Berkeley, December 2
2014  “Media and Politics in US-Russia Relations,” a discussion organized by Foreign Language Department, San Francisco State University, November 18
2014  “The Sources of Russia’s Ukraine Policy,” a lecture at University of Pittsburg, October 26
2014  “Russia’s Concept of Honor and Relations with the West,” lecture at Monterey’s Graduate Institute of International Studies, September 18
2014  “Great Power Rivalry in Europe and Eurasia,” a panel organized by History Department, San Francisco State University, September 11
2014  “Vladimir Putin and the Crisis of Russia’s Strong State,” lecture at Institute of Slavic, East European, and Eurasian Studies, UC Berkeley, April 8
2014  “Russia and Ukraine,” a panel organized by International Relations Department, San Francisco State University, March 17.
2014  “Russia’s View of the Crisis in Ukraine,” meeting with International Relations Student Association, San Francisco State University, March 12.
2014  “Putin and His Russia,” World Affairs Council, Marin Chapter and Dominican University of California, January 30.
2013  “The Discourse of Civilization in Russia’s Foreign Policy,” a presentation at Aleksanteri Institute, University of Helsinki, November 21
2013  “Foreign Policy and Qualitative Discourse-Analysis: Understanding Russia’s Shift Toward the Language of Civilization,” lecture at the University of Tartu, Estonia, November 6, 2013.
2013  “The Social Construction of Honor and Russia’s Relations with the West,” lecture at the University of Tampere, Finland, October 28.
2013  “The Russia’s Insecurity in the Post-Western World,” panel on new warefare organized by International Relations Student Association, San Francisco State University, April 30.
2013  “Great Powers at the Asia Pacific Region,” round table discussion at the School of Regional and International Studies, Far Eastern Federal University, Vladivostok, Russia, April 1.
2013  “Anti-Russian Lobby in US Foreign Policy,” San Francisco State University, IR 310 US Foreign Policy class, March 6
2013  “The Russia-Turkey Partnership,” panel on Turkey organized by International Relations Student Association, San Francisco State University, February 7.
2012  “Will Russia Survive as a State?” Russian-American Women’s League, San Francisco, December 8
2012  “The Syria Crisis: Why Russia Doesn’t Work with the West?,” panel on Syria organized by International Relations Student Association, San Francisco State University, October 11.

2012 “Russia’s Economic Potential & the Challenge of Modernization,” The Diablo International Resource Group, September 11

2012 Putin’s “Return”: Modernization and Assertiveness,” Finnish Centre of Excellence in Russian Studies, Helsinki, September 6, 2012


2012 “Russia’s Foreign Policy,” San Francisco State University, IR 432 Model UN class, April 12

2012 “Russia, Iran, and World Order,” panel on Iran’s Relations with the World organized by Department of International Relations, San Francisco State University, March 15.


2012 “Considerations of Honor in Russia’s Foreign Policy,” Harriman Center, Columbia University, February 16

2012 Meeting with a group of Russian demographers, State Department’s International Visitor Leadership Program, San Francisco State University, February 3.

2011 “The Twenty Years of Russia’s Foreign Policy,” Conference on Russian Politics on the 20th Anniversary of the Breakup of the Soviet Union, the Keck Center for International and Strategic Studies at Claremont McKenna College, October 27-28.


2010 “Honor, Constructivism, and Russia’s Foreign Policy,” San Francisco State University, IR 725 Foreign Policy Analysis class, October 25

2010 “Russia’s Interests in the Middle East,” conference “The Middle East and Russia: a New Focus on Relations,” organized by the U.S. Government, April 30.

2009 “The Af-Pak War and Russia's Interests,” colloquium “Af-Pakistan: The Violent Birth of an Acronym,” organized by Kiren Aziz Chaudhry, Department of Political Science, the Center for South Asian Studies, and the Center for Race and Gender, UC Berkeley, April 9.

2009 Discussion of the Soviet cartoons “Mr. Twister” and “The Millionaire,” Slavic Program, San Francisco State University, November 19.


2009 “Anti-Russian Lobby in US Foreign Policy” San Francisco State University, IR 362 Domestic and Transnational Influences on US Foreign Policy class, May 1.


2009 Discussion of the film by Marina Goldovskaya “Three Songs about Russia,” Slavic Program, San Francisco State University, April 16.


2008 Discussion of the film by Shannon O’Rourke “In the Name of Love,” Slavic Program, San Francisco State University, November 20.

2008 “Campaign Issues: US Foreign Policy-Russia, China, Middle East, Latin America,” discussion at San Francisco State University given as a part of the BSS College lecture series “The 2008 Presidential Elections: Issues and Analysis,” October 8.


2008 “American Perception of Russia,” Institute of Political Studies, Kazan’ Energy University, July 3.

2008 “Russophobia in America after 9/11,” 34th Teacher Outreach Conference “Russian Emigration in Historical Perspective: Russians in California” organized by Institute of Slavic, East European, and Eurasian Studies, UC Berkeley, May 3.


2008 “America and Russia: Post-Election Changes,” Slavic Program, San Francisco State University, April 17.

2008 “Russia in East Asia: Foreign Policy and the Role of Energy,” workshop “Competition or Cooperation: Energy and Russia’s Foreign Policy towards Northeast Asia,” University of Washington, Seattle, WA, February 8-10.

Books Reviewed


**Faculty Committees / University Service**

Retention, Tenure, & Promotion Committee (Chair), Department of International Relations, since Fall 2010. Chair Evaluation Committee (Chair), Department of International Relations, Spring 2009, Spring 2012.

**Other Activities**

Associate-Editor: *European Review of International Studies*.

Editorial/ advisory board member: *Asian Survey* (USA); *Defense Journal* (India); *European Review of International Studies* (Europe); *Korean Unification Studies* (Korea, Yonsei University); *Kazan’ Social & Humanitarian Herald* (Russia, Kazan’ State University); *Lexington Russian, Eurasian, and East European Politics Books Series*; *Nizhny Novgorod’s Social & Political Herald* (Russia, Nizhny Novgorod State University); *The Open Political Science Journal* (USA); *Russian Political Science* (Russia); *Russian Public Policy Journal* (Russia); *Annual Editions: World Politics books published by McGraw-Hill Contemporary Learning Series* (USA).

Member of academic organizations: *American Political Science Association (APSA)*; *Association for Slavic, East European and Eurasian Studies (ASEEES)*; *International Studies Association (ISA)*.

Member of Executive Council of the Post-Communist Studies Section: *International Studies Association*.

Member of Organizing Committee for the Russia Studies Section: *American Political Science Association*.


Reviews and book endorsements:
The KGB Campaign against Corruption in Moscow, 1982-1987. By Luc Duhamel (University of Pittsburgh Press, 2010)


Other Europes: Identities and Foreign Policies of Russia, Ukraine, and Belarus, by Steven White and Valentina Feklyunina (Macmillan, 2014)

The Russian Project of Eurasian Integration: Geopolitical Prospects, by Maria Lagutina and Nataliya Vasilyeva (Lexington Books, 2016)


Rival Power: Russia’s Influence in Southeast Europe by Dimitar Bechev (Yale UP, 2017)

Russian Foreign Policy in Eurasia: National Interests and Regional Integration by Lilia Arakelian (Routledge, 2018)

Russia against the Rest by Richard Sakwa (Cambridge UP, 2017)
Lucia Volk
San Francisco State University 1600 Holloway Avenue
San Francisco, CA 94132
lvolk@sfsu.edu

Education

2001 Ph.D. in Anthropology & Middle Eastern Studies, Harvard University
Course work included ethnographic methods, nationalism and ethnicity, language politics and schooling, Levantine Arabic and Turkish.

Dissertation: Missing the Nation: Lebanon’s post-war Generation in the Midst of Reconstruction; fieldwork supported by the Social Science Research Council.

1994 M.A. in Arab Studies, School of Foreign Service, Georgetown University
Course work included politics, history, anthropology, and advanced Modern Standard Arabic (MSA).

1991 B.A. in International Relations, Stanford University
Course work included politics, history, economics, religion and beginning and intermediate Modern Standard Arabic (MSA).

Professional Experience

2014- Professor in International Relations and Middle East and Islamic Studies, San Francisco State University.
2012-14 Associate Professor in International Relations and Middle East and Islamic Studies, San Francisco State University.
2009-12 Associate Professor in Anthropology, San Francisco State University.
2003-09 Assistant Professor in Anthropology, San Francisco State University.
2001-03 Lecturer in Anthropology and Social Studies, Harvard University. Taught Introduction to Social Anthropology and the Sophomore Tutorial on Social Theory, as well as seminars on the Politics of Globalization.
1997-98 Part-time History Teacher, American Community School (ACS), Beirut.
1996-01 Graduate Student Teaching Fellow, Harvard University. Assisted with teaching of Introduction to Social Anthropology; Food and Culture; and Evolutionary Biology.
1992-93 Part-time English Teacher, International College (IC), Beirut.
1987-88 Au-pair for two children of U.S. diplomat working in Mexico City, Mexico.
Languages


Fields of Specialization

Geographic: Middle East, North Africa, and Central Asia, with focus on ethnicity and nationalism in Lebanon; Arab Muslim migrant communities in the United States and Europe, with focus on Yemeni migrants in the San Francisco Bay Area, Moroccans in the Ruhrgebiet, Palestinians and Syrians in Berlin, and North Africans in North Rhine Westphalia

Theoretical: 1) Identity Constructions across Ethnicity, Religion, and Nationalism
2) Politics of Memory in Post-Conflict Nations
3) Migration and Transnationalism; Health and Well Being in Diaspora; Refugee and Asylum Politics in Europe.

Courses taught in Anthropology, International Relations, and Middle East and Islamic Studies at San Francisco State University

ANTH 120: Introductory Social and Cultural Anthropology
ANTH 300: Foundations of Anthropology: History
ANTH 319: Cultures of the Middle East and North Africa*
ANTH 321: Endangered Cultures
ANTH 325: Class: A Cross-Cultural Comparison*
ANTH 552: Anthropology of Social Memory*
ANTH 555: Urban Anthropology
ANTH 651: Ethnographic Field Methods
ANTH 680: Senior Seminar in Contemporary Anthropology (variable topics)

IR 104: Introduction to World Affairs
IR 309: International Relations: Analysis and Application
IR 335: Muslim Societies in Transnational Perspective
IR 336: Politics of Globalization
IR 416: Ethnicity and Nationalism
IR 433: Model Arab League
IR 550: Proseminar in Foreign Policy Analysis
IR 604: Analysis of Global Issues: Refugees*
IR 746: The Middle East

MEIS 300: Foundations in Middle East and Islamic Studies*
MEIS 301: Islam: Interpretation and Practice*

*Courses I developed and added to the curriculum.
Publications

a. Books


b. Refereed articles


c. Book chapter

d. Encyclopedia entries


e. Community health survey report

2008 *Living Healthier Lives in Diaspora: Results from a Health Survey of the Bay Area’s Arab and Arab-American Community*. Health survey report funded by the California Endowment based on 398 valid survey questionnaires collected in mosques, churches, and community organizations throughout the Bay Area. Co-author with Sally al-Daher (Executive Director of the ACCC) and John D. Rogers. San Francisco: Arab Cultural and Community Center.

f. Book reviews


g. Public radio broadcast

2011 Interview on *Education Matters*, WGTD Public Radio in Wisconsin. 
http://media.gtc.edu/educationmatters/10121011.mp3

**Work in Progress**

Articles and book project on the topic of refugees and asylum seekers in Germany:

2018 *Encountering Strangers: Arab Minorities in Germany*. Book manuscript to be reviewed by Stanford University Press.

2018 “*Intensivtäter* or Salafist? Biographies of Muslim Youths at Germany’s Margins” To be submitted to *German Politics and Society*.

2018 “Bodies out of Place: Sex and Gender in the Aftermath of New Year’s Eve in Cologne.” To be submitted to *Anthropology of the Middle East*.

**Fellowships and Awards**

2017 Middle East Studies Association (MESA) Undergraduate Teaching Award, given bi-annually to honor “excellence in the craft of teaching undergraduate Middle East Studies.”

2016 San Francisco State University’s Distinguished Faculty Award for Excellence in Teaching, given annually to one tenured faculty on campus in recognition of superior curricular contributions and pedagogy.

2015 Fall Semester Difference in Pay Leave to conduct ethnographic interviews with German advocacy organizations on the “refugee crisis.”

2012 Faculty Affairs Travel Award to attend Minorities of the Middle East Workshop, Middle East Center, Portland State University, Portland, OR.

2008 Health Equity Initiative and Cesar Chavez Institute Accelerated Proposal Preparation (APP) Award to write research grant on health disparities in local Muslim communities.

2008 SFSU Faculty Development Award: Summer Stipend of US$ 3,000 to support completion of book manuscript.

2007 SFSU Presidential Award to work on manuscript *Memorials and Martyrs in Modern Lebanon*.

2007 SFSU Faculty Development Award: Mini-Grant of US$ 5,000 to support research and translation as well as travel support for my book manuscript.

2006 SFSU Faculty Development Award: Mini-Grant of US$ 5,000 to support focus group and individual interviews with immigrants on health disparities in San Francisco’s Tenderloin.

Spring 2006 RIMI2 Fellowship for Health Disparities Research and Training for Faculty Development, Public Research Institute, SFSU.

Spring 2005 NIMH/SFSU M-RISP Faculty Development Award for Mental Health Related Research at the César Chávez Institute, San Francisco.

Summer 2004 UCLA’s International Institute/Getty Grant Program Fellowship for Summer Institute “Constructing the Past in the Middle East” in Istanbul, Turkey organized by Profs. Robert Nelson and Irene Bierman.

1997-98 Social Science Research Council (SSRC) Dissertation Research Fellowship to support fieldwork in Beirut, Lebanon.

Summer 1996 Mellon Fellowship for Intensive Intermediate Turkish Summer Program at Boğaziçi University, Istanbul, Turkey.


**Extra-mural Institution-building Grants**

April 2012 Institute for Turkish Studies (ITS) seed grant to create Turkish Studies at SFSU: US$ 90,000.

April 2008 Undergraduate International Studies and Foreign Language Program Grant (UISFL), Department of Education (CFDA 84.016A) to enhance Middle East and Islamic Studies: US$ 320,240

**Select Lectures and Conference Papers**


2016 “‘Not like Saxony’: Re-emerging German Boundaries in Response to the Migration Crisis.” Presented as part of a co-organized panel at the 13th Annual Conference of the Italian Society for Middle Eastern Studies (SeSaMO), Catania, March 17-19.


2014 “Arabboy and Arab Queen: Narratives of Deviance and Victimhood of Arab
Youths in Germany.” German Studies Association Conference, Kansas City, September 19.

2014 “Ethnographic Fieldwork among Yemeni Immigrants in the Tenderloin, SF.” Presented on ORSP Panel “How to Do Research with Hard-to-Reach and Hidden Populations?” San Francisco State University, January 21.

2013 “Permanent Temporariness in Berlin: A Case of Arab Muslim Refugees in Germany.” Presented at the German Studies Association Conference, Denver, October 3-6.

2013 “Twice Refugeed: Lebanese Minorities living on Temporary Protected Status in Berlin.” Presented at the “Minorities of the Middle East” Conference at Portland State University’s Center for Middle East Studies, April 26-27.

2012 “Mental Health among Arab and Arab American Women: Results from a Community Health Study.” Presented at the 9th Human Rights Summit, San Francisco State University, April 24.


2011 “Memory Politics after the Cedar Revolution: Projecting the Future of Lebanon’s Past.” Presented at the Colloquium on “Lebanon faces the Future,” at the Center for Middle Eastern Studies and the Franke Institute for the Humanities, University of Chicago, Chicago, April 30.

2010 “Images of Post-War Aid: USAID and Iran’s ICORL in Competition for Lebanon’s Reconstruction.” Presented at the World Congress for Middle Eastern Studies (WOCMES), Barcelona, Spain, July 19.

2010 “Martyrs for Coexistence: The Public Commemoration of Civilian Suffering in Lebanon.” Presented at the Spring Semester BSS Faculty Research Series, San Francisco State University, May 10.

2009 “La ghalib wa la maghlub: The Politics of Memory in Lebanon.” Presented at the Center for Middle Eastern Studies Fall 2009 Lecture Series, University of California, Berkeley, October 29.

2009 “The Other South Lebanon: Christian Lebanese between Emigration, Exile, and Exclusion.” Presented at the 2nd annual CSU-wide Middle East and Islamic Studies Conference, San Francisco State University, October 15.

2009 “Teaching Middle East and Islamic Studies: Challenges and Opportunities.” Presented at the SFSU Faculty Development Retreat, January 22.


2008 “Other Memories of 1958: Nasserite Arabism and the Druze in a Martyrs Cemetery in Lebanon.” Presented as part of the panel on “The Other Nasser Years: Local Recollections of an Un-Mastered Past” at the Middle East Studies Association (MESA) Conference, November 22-25.


2007 “No Victor, No Vanquished: The Politics of Memory in Lebanon.” Invited Lecture, Center for Contemporary Arab Studies, Georgetown University, December 5.


Campus and Community Service

2017 - Faculty Representative to the Associated Students Board of Directors.
2017 - Member of Undergraduate and Graduate Best Paper Award, Labor Archives and Research Center (LARC), San Francisco State University.
2016 - Member of Senate Faculty Honors and Awards Committee (FHAC), reviewing campus nominations for SFSU’s Faculty Excellence Awards.
2016 - Member of the International Relations Department Retention and Tenure Review Committee.
2013 - Faculty Chair of Middle East Student Excellence Award ($2,000) for undergraduates in the MEIS minor or in a related field.
2006 - Director or Co-Director, Middle East and Islamic Studies (MEIS). Responsible for programming, advising, and program website.
2016 - 17 Member of Liberal & Creative Arts College-wide hiring committee for the Director of the newly endowed Iranian Diaspora Center.
2014 - 17 Faculty Advisor to Model Arab League Students. Taking student delegates to spring semester regional and national conferences (represented to date: Tunisia, Yemen, the United Arab Emirates, Lebanon, the Union of the Comoros, Saudi Arabia, Somalia, Kuwait and Iraq).
2013 - 17 Member of the LCA College Student Scholarship Committee, reviewing up
to 140 applications for college-wide undergraduate and graduate student awards every semester.

2013 - 14 Chair of International Relations Hiring Committee, heading search for position in International Relations of Europe.

2012 - 16 Member of the International Relations Graduate Studies committee.

2012 - 15 Lead Faculty on Institute of Turkish Studies (ITS) grant to build a Turkish Studies program at SFSU. Once grant was secured, my duties included chairing the Turkish Studies Hiring Committee.

2006 - 09 Co-PI on a UISFL Grant from the US Department of Education to strengthen MEIS at SFSU. Led curricular discussions among faculty colleagues from ten different departments, culminating in the SF State senate review and acceptance of the MEIS minor (meis.sfsu.edu).

2006 - 09 Faculty Adviser to the Muslim Student Association (MSA) and Muslim Women’s Student Association (MWSA) at SFSU.

2006 - 08 Volunteer with the Arab Cultural and Community Center (ACCC). Taught weekly ESL classes to Arab immigrant women, mostly from Yemen, in the Tenderloin neighborhood of San Francisco.

2005 - 07 Faculty Advisor to Palestinian Mural Committee, meeting twice a month for two years to discuss and (re)draft a proposal for a mural honoring the late Professor Edward Said and other Arab Americans; mural inaugurated on SF State’s Student Activities Center on November 2, 2007.

Community Lectures


2015 “ISIS and Syria: An Assessment of Four Years of Civil War.” Participated in IRSA Panel Discussion, San Francisco State University, April 13.


2012 “Sectarianism and the Syria Crisis.” Participated in IRSA Panel: A Discussion on Syria, San Francisco State University, October 11.


2008  “When Memory Must Take Place: Pilgrimage and Commemoration in Lebanon and Turkey.” Presented at the MEIS Lunch Speaker Series, San Francisco State University, April 21.


**Service to the Profession**

- **2012 -** Member of the Editorial Review Board, *Journal of Immigrant and Minority Health*.
- **2014 - 15** Member of Nominating Committee, *Middle East Studies Association*.
- **2011 - 15** Reviewer for *Thought & Action*, Journal of the National Education Association (NEA).
- **2010 - 14** Member of the Editorial Board, *International Journal of Middle Eastern Women’s Studies*.
- **2008 - 10** Member of Selection Committee for the Distinguished Graduate Student Paper Prize in Middle East Studies for the *American Anthropology Association - MES Division*. 
Jonathon Whooley
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Education

Ph.D. Political Science, University of Florida.


MA International Relations, San Francisco State University. 2015.

Thesis: Diaspora Politics. 2010

BA Political Science and History: Sonoma State University

Senior Project: The incubation and history of Hezbollah and The Unlikely Trial of Tokyo Rose. 2007

AREAS OF RESEARCH

Critical Security Studies: Human security, food security, and political contestation all fall within this framework. The focus is on the individual and the group, and the method often takes seriously the actions of sub-state political and social movements.

IR Feminism: The application of gender as a construct to the study of security, foreign policy, and, conflict studies, social movements, protest groups, the impact of gender on media and social media narratives.

International Relations/American Foreign Policy: traditional areas of policy interaction at the executive, legislative, independent contracting levels. As well as the use of narratives in explaining how policy generation, evolution, and ideation occurred. The focus of my research is on small group ideological movements at the presidential level, and toward political contestation more generally.

Comparative Politics: The role of high modernism, globalization, and the effect on democratic engagement in differential country contexts.

TEACHING

January 2014 to PresentFull Time Lecturer, Department of International Relations, San Francisco State University

August 2014 to 2015 Adjunct Lecturer, Department of Politics, University of San Francisco
August 2011 to 2015  Graduate Assistant, University of Florida

COURSES TAUGHT

2017  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Fall.

2017  IR 550: Proseminar in American Foreign Policy, San Francisco State University, Fall.

2016  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Summer.

2016  IR 310: American foreign policy, San Francisco State University, Summer.

2016  IR 309: International Relations Analysis and Application, San Francisco State University, Spring.

2016  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Spring.

2016  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Fall.

2016  IR 104: Introduction to global affairs, San Francisco State University, (ONLINE) Fall.

2016  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Summer.

2016  IR 104: Introduction to global affairs, San Francisco State University, (ONLINE) Spring.

2016  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Spring.
2016  IR 310: American foreign policy, San Francisco State University, Spring.
2016  BAIS 390: Special Topics in the Middle East, University of San Francisco, Spring.
2015  IR 309: International Relations Analysis and Application, San Francisco State University, Fall.

2015  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Fall.
2015  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Summer.
2015  POLS 352: Human rights and global change, University of San Francisco, Spring.
2015  IR 104: Introduction to global affairs, San Francisco State University, Spring.
2015  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Spring.
2015  IR 310: American foreign policy, San Francisco State University, Spring.
2014  POLS 113: Introduction to International Politics, University of San Francisco, Fall.
2014  IR 104: Introduction to Global Affairs, San Francisco State University, Fall 2014.
2014  IR 342: Strategy and War, San Francisco State University, Fall.
2014  IR 323: International Politics of the Middle East, (San Francisco State University, Spring.
2014  IR 308: Fundamentals of International Relations Theory, San Francisco State University, Spring.

COURSES ASSISTED

2014  Introduction to International Relations, University of Florida, Summer.
2013  Introduction to International Relations, University of Florida, Summer.
2012  Introduction to International Relations, University of Florida, Fall.
2011  Introduction to International Relations, University of Florida, Spring.
2010  Introduction to International Relations, University of Florida, Fall.
PEER-REVIEWED PUBLICATIONS


PUBLICATION

2018 Imagining Iran: Orientalism and the Construction of Security Development in American Foreign Policy, Peter Lang Publishing.

PRESENTATIONS AT PROFESSIONAL CONFERENCES


2013 Annual Meeting of the Southern American Political Science Association: (Chair) Congress and American Foreign Policy Panel, January 3-5, 2013(Discussant) The Arab Spring and its Implications , January 3-5, 2013


INVITED PRESENTATIONS
2011  “The Iranian Nuclear Threat”, Middle East and Islamic Studies Workshop, California State University, Fresno, March 11.

PROFESSIONAL AFFILIATIONS

American Political Science Association International Studies Association
FTGS Section ISSS Section History Section
Global South Caucus Section San Francisco Student Group Advisor:
Buildon
Afghan Students Association

PROFESSIONAL SERVICE


SKILLS AND ABILITIES

Research Assistant, Bryon Moraski, 2013, editing, database construction, and research work on post-communist elections, preparation of materials for Fulbright Scholarship.

Research Assistant, Laura Sjoberg, 2011-2012, as Managing Editor of the International Feminist Journal of Politics: database maintenance, manuscript tracking, communication with editorial staff and authors, and coordination of board meetings and conferences
CURRICULUM VITAE

I. NAME: AGUIBOU M. Y. YANSANE

PLACE OF BIRTH: Republic of Guinea-Conakry (West Africa)

CITIZENSHIP: Republic of Guinea

GENDER: Male

FAMILY DATA: Married

Wife: Maryam C. Fofana

OFFICE ADDRESS: International Relations, College of Liberal and Creative Arts (HSS. 334) San Francisco State University

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II. PROFESSIONAL EXPERIENCE:

University Professor/Research Professor in Economics, Political Economy, Education, African Studies, and related fields of study; Research Economist or Consultant to International Organizations such as the Economic Community of West African States (ECOWAS), the Organization of African Unity (OAU), African Governments, the United Nations Development Programme, the United Nations Industrial Development Organization (UNIDO), Multi-Lateral Financial Institutions and African Governmental Institutions; Research in Development and Project Design, Implementation and Evaluation or Training in these fields.

III. ACADEMIC BACKGROUND:


1962-1966 BS in Agriculture and Irrigation Engineering Sciences, Utah State University, Logan, Utah.


IV. RESEARCH INTERESTS:

Professor Yansanj is an economist and political economist specializing in Economic Development, International Trade, Agriculture, Commodity, Industry and Resource Economics; statistical survey of African countries (macro, meso and micro analysis); research on living standards and conditions of
households; the informal sector, survey research and employment; developing countries= policies on development issues; North/South and South/South dialogue; economic integration in light of the shift towards globalization and internationalization of economic activities; linkages between Africa, the African Diaspora and the South and Africa and the North; sustainable development; technical cooperation; difficulties of economic reform in Africa, African values and mono-economics, markets and governments; capacity building and strengthening of economic management in African countries in terms of policy oriented research on the relationships between macroeconomic variables; (money, finance, interest and foreign exchange rates) and other variables. African development project design and evaluation; transnational corporations and African governments; changing economic conditions of African American and other US minorities= income levels, productivity, quality of life indices, workforce preparation in light of the shift towards globalization and internationalization of economic activities.

V. WORK EXPERIENCE:

June 1987-Present Professor (tenured) of International Political Economy in the Department of International Relations; and Director of African Studies Program, San Francisco State University.


Summer 2008: Consultant to draft a paper on the UNDP Project on Evaluating the Millennium Development Goals (MDGs) for Africa after visiting the headquarters of the United Nations Economic Commission for Africa and the African Union in Addis Ababa, Ethiopia.

May 23, 1997 Member of the Africare sponsored National Summit on Africa Foreign Policy Advisory Committee. (The National Summit on Africa is spearheading the creation of a vehicle to raise the level of recognition that Africa receives in the USA. Its role is to serve as a catalyst for, and facilitator of, discussions and debates about US relations with Africa through series of highly visible, well publicized and widely attended activities held across the USA).


March 3-4, 1994 Consultant to The Global Coalition for Africa (GCA) Proceedings of the Sub-Committee on Economic Reform Policies and Sub-Committee on Governance and Democracy Joint Meeting in Cotonou, Benin

January 12-14 1994 Invited Participant at a High Level Meeting of African Intellectuals sponsored by The Global Coalition for Africa to think about How to Take Charge in Africa in Washington, DC.


Establishment of the African Economic Community. The Mission visited the OAU and the headquarters of five regional economic communities and wrote a 217 page report for the United Nations Development Programme Regional Bureau for Africa (UNDP-RBA)


Oct. 15, 1991-June 1, 1992 Member of the African Development Bank (ADB) Task Force of ten eminent persons appointed to draft a Report on the Role of the ADB in Establishing the African Economic Community (AEC), Abidjan; Member of the Report Drafting Committee of three persons. The Report by the Task Force appointed by the President of the African Development Bank is entitled Role of the African Development Bank in the Treaty Establishing the Pan-African Economic Community.

Jan-Feb 1991 Consultant/Lecturer on “Transnational Corporation’s Operations and Policies” at the European University of America, San Francisco.


Summer 1987 Consultant to UNDP and Guinea’s Secretary of Higher Education sponsored Project on "Restructuring of Higher Education."

1985-1987 Associate Professor of International Relations and African/African-American Studies, San Francisco State University.

1983-May 1985 Associate Professor of Economics and African and African-American Studies, San Francisco State University, San Francisco.
Summer 1983      Associate Professor of Economics, San Francisco State University, San Francisco. 1977-1978       Visiting Lecturer at the University of Ibadan, Ibadan, Nigeria

Summer & December 1978     Consultant on "Research of Economic Survey of Member States" to the Economic Community of West African States (ECOWAS) Project with Nigerian Institute of Economic and Social Studies in the University of Ibadan, Ibadan, Nigeria.

1973-1983     Research Assistant Political Economist, Institute for International Studies, University of California, Berkeley; and Assistant Professor, African-American Studies, University of California, Berkeley, CA 94720.


1970-1972     Assistant Professor of Humanities at San Jose State University, Afro-American Studies Department, San Jose, CA; half-time Research Associate in the African Studies Program at Stanford University, Stanford, CA 94304.

1969-1970     Instructor of Economics at Santa Rosa Junior College; and half-time Research Associate in the African Studies Program at Stanford University, Stanford, CA 94304.


1967-1968     Instructor of Undergraduate Specials 183 (African Development) at Stanford University, Stanford, CA 94304.

1966-1967     Assistant Supervisor of the Modern Language Laboratory at Stanford University, Stanford, CA 94304.

Summer 1966     Instructor of African Studies at Oberlin College, Oberlin, Ohio.
VI. PROFESSIONAL ACHIEVEMENT AND GROWTH:

A. RESEARCH AND PUBLICATIONS

1. Books Published


3] Ed.Decolonization in West African States with French Colonial Legacy Comparison and Contrast: Development in Guinea, the Ivory Coast and Senegal (Cambridge, Massachusetts: Schenk


5] and four monographs on Research Missions sponsored and funded by the United Nations Specialized Agencies (UNDP and UNIDO).

2. Essays in Books


3. Articles Published in Learned Journals: This list does not include articles in daily newspapers.

1] A Underdevelopment Being Seen by All Concerned Parties More as a Question of Economics than Political Ideology. @ International Development Options, special issue, Spring 1997, (Largo, Maryland).


17] Essay Review of Two Books

1, April, 1978, pp. 99-102.


4. Papers (either commissioned by journals' editors or invited lectures at learned conferences)


2] ABeyond Colonial and Neo-Colonial Exploitation and Towards Mobilizing Internal and International Resources for Sustainable Development in


10] "Reactions to the Perceptions of the Development Crisis in Africa and the Role of the U.S.A." presented as the keynote statement at the 25th Anniversary of the Peace Corps on "America's Role in Third World Development," cosponsored by the World Affairs Council of California, the Northern California Council of Returned Peace Corps Volunteers and the International Students Association of San Francisco State University, January 18, 1986.


17] Rereading Hoyt Fuller's Journey to Africa, or Hoyt's African Connection in Retrospect and Contrast with Richard Wright's Black Power, commissioned by First World (Atlanta).


21] "Double Impact of African States' Relations on Majority Rule in Southern Africa"; sponsored by the South African Research Association,


5. Work in Preparation


3] "Difficulties of Economic Reform in West Africa Public Sector and Monoeconomics."


6] "Interactions Between Fluctuations in Market Prices for Raw Materials and Political Events (1960-1990)."

7] A Project on the Strengthening of Capacity Building in Economic and Business Management in Guinea.@

B. RESEARCH AND CURRICULAR DEVELOPMENT

1. Courses taught or developed at San Francisco State University Schools of Behavioral

Economics 301: Intermediate Microeconomic Theory (3)

Black Studies 340: Economic Development in the Black Community (3) International Relations 321: Development And Foreign Policy Issues in Africa (4) International Relations 446: The Impact of Transnational Corporations on Developing Countries (4)

International Relations 520: Modernization and Third World Countries (3) International Relations 540: The Rich and the Poor Nations: North/South Dialogue (4)

International Relations 740: Graduate Seminar in African Development (3)

Humanities 376: Biography of an African City (3) Ethnic Studies 700: Comparative Analysis of U.S. Minorities (3)

Graduate Core Course in School of Ethnic Studies MA Program

Ethnic Studies 710: Theories and Concepts in Ethnic Studies (3) Graduate Core Course in School of Ethnic Studies Program

Ethnic Studies 720: Research Methods in Ethnic Studies (3) (Graduate course in School of Ethnic Studies MA Program)

VII. SELECTED UNIVERSITY NON-TEACHING ACTIVITIES OVER THE PAST TEN YEARS

1997-Present Member of the African and African-American Studies Department Hiring, Retention and Tenure Committee.

1995-Present Member of the Commission on University Strategic Planning Committee AToward Internationalizing the University Curriculum.
1994-1996  Member of All University Committee on International Programs.

1994-1996  Member of the African and African American Studies, Academic Program Review and Self-Study, Drafting Committee

1976-1977  Faculty Coordinator of the UC Berkeley Colloquium on "Development and Dependency of African and Third World Societies (1945-1975)" at the Regents’ Room, 150 University Hall, UCB. This colloquium series was made up of eight panels in which participants included about 100 scholars of national and international repute from the U.S.A., Africa, Europe and the Caribbean. An edited book published by Greenwood Press, came out of this colloquium.

In the course of my association with several San Francisco Bay Area institutions of higher learning, I have sponsored several speakers from major African and Caribbean universities to talk to my classes or guided several distinguished university guests according to arrangements of the different universities' visitors' centers. I equally appeared on dozens of panels on San Francisco Bay Area radio and television stations to discuss key burning economic and social issues of Africa and the Third World in general. I was equally a thesis and/or dissertation and faculty advisor to dozens of African and American students. On April 19-20, 1990, I coordinated a Multidisciplinary Colloquium Series on "Evaluation of Development Strategies: Prospects for Growth in Africa in the 1990's." About 25 original papers were commissioned from 25 distinguished students of African Affairs. This project provided a forum to experts, specialists, scholars, and persons of creative expression to respond to the development crisis in front of good audiences which included students and community people as well as faculty and staff of the S.F. Bay Area institutions of higher learning.

VIII. SELECTED COMMUNITY SERVICE

April 28, 1997  Guest Speaker on A Survey of Africa's Economic and Political Events @ at the World Affairs Council of Sonoma County at Santa Rosa Luther Burbank Center.

February 26, 1997  Guest speaker on A Events in Central Africa (Rwanda, Burundi and Zaire) @ at Berkeley High School African Unity Day, Berkeley, CA.

November 13, 1996  Guest panelist of A Our World This Week @ A Discussion of the Central African Situation - Rwanda, Burundi and Zaire @ - co-sponsored by the World Affairs Council of Northern California and KRON-TV as a part of their BAY-TV prime Fall lineup, aired on BAY-TV, Sunday, November 17, 5:30-6:00 p.m