



The Western

Newsletter of the Western Political Science Association
Volume 4, Issue 1. Spring, 2012
<http://www.csus.edu/org/wpsa>

Notes from the Editors

In addition to the general announcements for the Association and our journals, in this edition of the *Western*, we highlight some of the pre-conference workshops at this year's WPSA Conference. We also present some empirical research on incorporating "clickers" into the classroom by Dr. Gregory Thorson and Matthew H. Gutierrez from the University of Redlands. Finally, we pay tribute to a friend and colleague we recently lost.

As always, we value your feedback as this newsletter further develops. If you have any comments or questions about possible submissions, please contact us at voregan@fullerton.edu or sstambough@fullerton.edu. We also hope to see all of you at the 2012 WPSA Conference in Portland, Oregon from March 22-24, 2012. Information about conference participation is available at <http://www.csus.edu/org/wpsa>.

Stephen J. Stambough
Valerie R. O'Regan

Western Notes

Notes From Executive Director Richard Clucas

New Members Join Executive Council

Four new members will be joining the WPSA Executive Council in March. They are: Mark Bevir, University of California, Berkeley; Mary Caputi, California State University, Long Beach; Jeanne Morefield, Whitman College; and Gabriel Sanchez, University of New Mexico. The four new members are replacing Kim Geron, California State University, East Bay; Pei-te Lien, University of California, Santa Barbara; Julie Novkov, SUNY Albany; and Arturo Vega, St. Mary's University, Texas.

WPSA Addresses Concerns over Panel Attendance

Most WPSA members who have been accepted for participation in the annual conference follow through with their commitment by attending the conference and their panels. Occasionally, however, a participant will not show up for a presentation without notifying the panel or section chair ahead of time. For those who have served on a panel in which a participant has not shown up, the experience can be very irritating. The problem is even worse when more than one participant fails to attend. To address complaints about No Shows, the WPSA will begin monitoring panel attendance at the annual meeting in Portland. Panel chairs will be given a roll sheet so that they can mark which participants attended their panel and which ones were absent. The roll sheet will also provide a space for the panel chairs to nominate papers for one of the association awards. The association's officers hope that the use of the roll sheet will help improve attendance and lead to an increase in award nominations.

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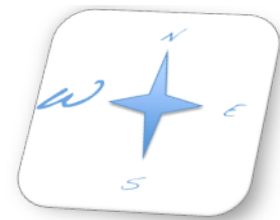
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Submissions for 2013 WPSA Awards

The WPSA will be handing out a new award when it meets next year in Hollywood, California. The new award is for the best paper on Asian Pacific Americans and Politics. In addition to this award, the association gives out six awards for outstanding papers presented at each conference. Panel chairs and discussants at the upcoming WPSA meeting in Portland are encouraged to nominate papers for these awards. The other six awards are: (1) the Pi Sigma Alpha Award for the best paper presented at the annual meeting; (2) the Betty Nesvold Women and Politics Award for the best paper on women and politics; (3) the WPSA Best Paper Award on Latina/Latino Politics; (4) the WPSA Best Paper Award on Blacks and Politics; (5) the Charles Redd Award for the Best Paper on the Politics of the American West (an award offered jointly by the WPSA and the Charles Redd Center for Western Studies of Brigham Young University); and (6) the WPSA Best Paper Award in Environmental Political Theory.

These best paper awards carry small cash prizes. More importantly, they are prestigious and can have a very positive impact on careers, so your help in nominating papers is appreciated. Instructions and deadlines for paper submissions and nominations awards may be found on the WPSA website. The deadlines for most award nominations are set for June 15, 2012.

Hollywood Hosts 2013 Annual Meeting

The 2013 meeting of the Association will be held at the Renaissance Hotel in Hollywood, California, from March 28 to 30. The conference hotel is right in the heart of Hollywood, next to the Kodak Theatre, where the Academy Awards ceremony is held, and the famous Grauman's Chinese Theater. The Metrolink comes right to the hotel, making transportation convenient for those who want to avoid driving. Gary Segura, Stanford University, is serving as Program Chair for this meeting. Ange-Marie Hancock, University of Southern California, is the Local Arrangements Chair. Christian Grose and Diana O'Brien, also from USC, will be assisting with the local arrangements. The theme of the conference is: "The Empires Strike Back!" Information regarding the conference, the theme, and the section chairs will soon be posted on the WPSA website: www.wpsanet.org.

The Association will be meeting at the Sheraton Seattle Hotel in 2014, Caesars Palace in Las Vegas in 2012, and at the Manchester Hyatt in San Diego in 2016.

NEW WPSA JOURNAL! Politics, Groups, and Identities

The editorial team for the new journal, *Politics, Groups and Identities*, has been chosen. The team includes Lisa García Bedolla, University of California-Berkeley; Rosalee Clawson, Political Science, Purdue; Ange-Marie Hancock, Political Science, USC; Kerry Haynie, Political Science, Duke; James McCann, Political Science, Purdue; Eric Waltenburg, Political Science, Purdue; and Laurel Weldon, Political Science, Purdue. It is expected that the journal will be launched in 2013 with four issues being published each year. *PGI* will offer a new platform for work that focuses on the politics of social identity and minority groups to which scholars in various sub-fields can submit articles and which will promote discussion across those sub-fields. The journal will encourage the search for overlapping themes and arguments and help develop a comparative literature on these topics both across fields and, conceivably, across the social sciences.



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2012 WPSA Conference Portland, Oregon



WPSA President Manuel Avalos and Program Chair Peregrine Schwartz-Shea are planning the 2012 Annual Meeting of the Association scheduled for March 22-24, 2012 at the Marriott Waterfront in Portland, Oregon. We hope you will participate in the program.

Information regarding the program and additional WPSA news is found at our website: <http://www.csus.edu/org/wpsa>.

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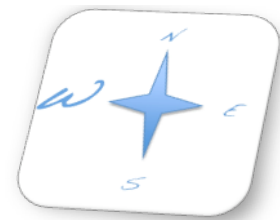
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>> [Is Online Participation Distinct from Offline Participation? A Latent Class Analysis of Participation Types and Their Stratification.](#)

Jennifer Oser, Marc Hooghe, and Sofie Marien

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Meet the Officers



Noelle Norton—Recording Secretary WPSA.

Noelle Norton, Ph.D. joined the USD faculty in 1994 and is currently serving as an Associate Dean in the College of Arts and Sciences while maintaining her faculty role as a Professor of Political Science. She teaches classes on American politics, legislative politics, urban politics, and gender politics. Norton's most recent publications have been on congressional handling of welfare policy, the White House Office of the President, and the institutional position of women legislators in the U.S. Congress. She has recently extended her work into international issues with her current research project about congressional handling of international women's rights legislation between 1990 and 2010. Dr. Norton received her bachelor's degree in political science from the University of California, Los Angeles, and her masters and Ph.D. at the University of California, at Santa Barbara.

Noelle Norton has published in the journals *Congress and the Presidency*, *Political Research Quarterly*, *Policy Studies Journal*, *Legislative Studies Quarterly*, *Women and Politics*, *Journal of the History of the Behavioral Sciences*, *Policy Studies*; and three edited volumes, *Gender, Power, Leadership and Governance* (Kelly/Duerst-Lahti, 1995), *Women Transforming Congress* (Rosenthal, 2003) and the *Historical and Multicultural Encyclopedia of Women's Reproductive Rights in the United States*. Her most recent book is titled *Creating Gender: The Sexual Politics of Welfare Policy* with Georgia Duerst-Lahti and Cathy Johnson (Lynn Reinner Press, 2007).

Michael W. Bowers—Treasurer WPSA

Dr. Michael W. Bowers serves as Interim Executive Vice President and Provost and as Senior Vice Provost for Academic Affairs at UNLV. Prior to these positions, Dr. Bowers served as Vice Provost for Academic Affairs, Chair of the Political Science Department, and Associate Dean of the College of Liberal Arts.

Dr. Bowers received a BA in History from Cameron University and an MA and PhD in Political Science from the University of Arizona. He joined the faculty at UNLV in 1984 and won both the William Morris Award for Excellence in Teaching and the Donald Schmiedel Lifetime Service Award in the College of Liberal Arts. In addition, he won the UNLV Alumni Association Distinguished Faculty Award and the UCCSN (now NSHE) Board of Regents Outstanding Advisor Award.



Dr. Bowers authored *The Sagebrush State*, one of the definitive texts on the history of Nevada government and politics, which is now in its 3rd edition. Dr. Bowers has authored numerous other publications in the area of public law in addition to *The Nevada Constitution; A Reference Guide*.



Western Educator

Using Clickers to Enhance the Classroom Experience

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The past decade has seen the proliferation of Personal Response Systems (PRS), more generically referred to as “clickers”, in higher education. One of the greatest advantages of clickers is that they allow instructors to administer assessments and receive near instantaneous results that can be shared with students and automatically stored in electronic grade books. Despite some reported technical difficulties in the infancy of the clicker technology, the views about the use of PRSs in higher education have tended to be generally positive (Hatch, Jensen, & Moore, 2005).

Much of the praise for PRSs is due to their capacity for improving student engagement and classroom interaction (Barrett, Bornsen, Erickson, Markey, & Spiering, 2005; Ghosh & Renna, 2009; Kolikant, et al., 2010; Masikunis, Panayiotidis, & Burke, 2009). Research indicates that this improved engagement can lead to increased academic achievement (Bartcsh & Murphy, 2011; Fitzpatrick, Finn, & Campisi, 2011; Gauci, Dantas, Williams, & Kemm, 2009, Morling et al., 2008, Ribbens, 2007; Shaffer & Collura., 2009; Shapiro, 2009). Further, some studies suggest that the usage of PRSs increases student satisfaction (Barrett et al., 2005; Sprague & Dahl, 2010; Stowell & Nelson, 2007; Titman & Lancaster, 2011; Wolter, Lundeberg, & Kang, 2011), while other studies suggest that PRSs promote a deeper understanding of integral concepts (Strasser, 2010). The general

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consensus among educators is that the passivity in students resulting from teacher-centered lectures can be mitigated at least partially by the use of clickers, which in turn may lead to a more engaging educational environment and greater academic gains for the individual student.

Numerous studies have been undertaken about the use of clickers in a wide array of subject areas ranging from physics (Kolikant, Drane, & Calkins, 2010; Milner-Bolotin, Antimirova, & Petrova, 2010) to psychology (Morling, McAuliffe, & Cohen, 2008; Shaffer & Collura, 2009; Shapiro, 2009; Stowell & Nelson, 2007), but the literature seems to markedly less well-developed in areas such as political science (Webking and Valenzuela 2006). Some scholars have gone so far as to describe the literature on the use of clickers in political science as virtually non-existent (Peterson 2007, p. 4).

In this article, we offer some evidence that the use of clickers in political science classes can improve both student attendance and student preparation for class. We examine our use of clickers in 22 political science courses serving more than 500 students taught since 2006. Of the 22 classes taught, nine were lower division undergraduate courses while thirteen were upper division undergraduate courses.

Two different PRS systems were used in this research. The earliest data (2006-2008) employed eInstruction's Classroom Performance System (CPS). The CPS system required students to purchase their own individual clickers (about \$40) as well as pay a \$15 per semester charge to activate the CPS system. Since 2008, the data reflects the use of CPS's Interwrite system. Students did not have to pay any fees to use the Interwrite system. Rather, the university paid for the clickers. Students signed out the clickers at the beginning of each term and returned them at the end of the course. Students were only charged if their clickers were lost or damaged during the term. The Interwrite system does not require a semester fee, as does the CPS system.

All data using the CPS system were derived from classes taught at the University of Minnesota at Morris, a small public liberal arts institution. All data using the Interwrite system were derived from classes taught at the University of Redlands, a Masters Comprehensive institution located about sixty miles east of Los Angeles.



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The same pedagogical method used to deploy the clickers was used in each class. The use of clickers was largely confined to the administration of quizzes at the beginning of each class period. Each quiz featured three different components. The first component offered students a reward for coming to class. The question simply read, "Do you want x points for coming to class today?". This first reward question was worth anywhere between five and twenty points. Larger rewards frequently followed major breaks in the academic year (Thanksgiving, winter holiday, or spring break) when the professor might generally be concerned about overall lower attendance rates in class.

A second set of questions in each quiz reviewed the material covered during the previous class session. This section usually consisted of three to five questions worth one point each that reviewed the major issues covered during the previous class session. After each question, a histogram immediately displayed the student responses. This section of the quiz served two important functions. First, it helped students identify and reinforce what the instructor believed were the most important topics covered during the previous class session. Second, it also provided the instructor with an immediate assessment of how well students learned the material during the previous class. If students performed particularly poorly on a particular question or series of questions, the instructor could offer a brief review of the affected material.

The third and final component of each quiz asked students about the new material that was assigned for that particular class period. This section usually consisted of four to eight questions that were valued at one point each. The purposes of these questions were two-fold. First, they offered a reward to students who came to class having read the assigned material. Second, the student responses on these questions provided the instructor with valuable information as to how well the students understood the material prior to the onset of the class. It then became possible for the instructor to adapt the class presentation so as to spend the most time on the new concepts that were poorly understood by students, while allocating less time on the concepts that students had already mastered.



These daily quizzes had a rather significant impact on the student's overall course grade. The typical value of the daily quizzes ranged from 20% to 25% of the final course grade. One of the instructor's primary goals was to incentivize both class attendance and preparation for course. To do so, it was important to assign a high enough value to the daily quizzes towards the final course grade so that students would have a clear motivation to both attend and prepare for class on a daily basis.

The Effectiveness of this Clicker-Based Pedagogy

How effective was this strategy in encouraging students to both attend and prepare for class? To evaluate this impact, surveys were administered to students on the final day of each class. Among other items, students were asked if the use of clickers made them more likely to attend class and prepare for class.

Table 1 presents the summary data of these surveys. The results were impressive. Large majorities of students indicated that the use of clickers made them more likely to attend class (91.1%) and to prepare for class (90.7%). Furthermore, students supported their ongoing use in the class. Over 95% of students indicated that clickers should be used in future administrations of the course.

Table 1. The Effect of Using Clickers on Student Attendance and Preparation for Class

	More Likely to Attend Class?	More Likely to Prepare for Class?	Should Clickers be Used in Future?
Yes	442 (91.1%)	447 (90.7%)	458 (96.4%)
No	43 (8.9%)	46 (9.3%)	17 (3.6%)
Total	485	493	475

Students were also asked how satisfied they were with the use of clickers in the class. A summary of the data can be found in Table 2. A majority of students were very satisfied with the use of clickers in the class (63.6%), while another large percentage of



students were somewhat satisfied with their use (31.5%). Only 4.9% of students were either somewhat or very dissatisfied with the use of clickers in class.

Table 2. Overall Student Satisfaction with the Use of Clickers in Class

Satisfaction Level	Number (Percent)
Very Satisfied	309 (63.6%)
Somewhat Satisfied	153 (31.5%)
Somewhat Dissatisfied	20 (4.1%)
Very Dissatisfied	4 (0.8%)
Total	486

Students that incurred costs associated with the use of the CPS system were also asked if those costs were reasonable. Of the 238 respondents, 71.0% of them indicated that the costs were reasonable, while 29.0% of students found the costs to be unreasonable.

Examining Differences in Impacts of Using Clickers in the Classroom

To evaluate whether there were differential impacts on attendance and preparation related to the level of the class and other factors, we tested several hypotheses using our survey data. First, were the effects of the use of clickers on attendance and class preparation equally large for both lower and upper division classes? Table 3 presents the summary of our analysis. Although both lower and upper division students who used clickers in their classes were more likely to attend class, prepare for class, and support the future use of clickers in future administrations of the class, the effects were generally



greater for lower division students. Lower division students were statistically more likely than upper division students to be more likely to attend class and to support the future use of clickers. However, while both lower and upper division students were more likely to prepare for class due to the use of clickers, the difference between them was not statistically significant.

Table 3. The Effects of Clickers on Attendance and Class Preparation, Lower Division v. Upper Division Classes

		Level of Course		χ^2 (sig)
		Lower Division	Upper Division	
More Likely to Attend Class?	Yes	260 (94.5%)	182 (86.7%)	9.15 (.003)
	No	15 (5.5%)	28 (13.3%)	
More Likely to Prepare for Class?	Yes	257 (92.1%)	190 (88.8%)	1.59 (.215)
	No	22 (7.9%)	24 (11.2%)	
Should Clickers be Used in Future?	Yes	262 (98.1%)	196 (94.2%)	5.14 (.027)
	No	5 (1.9%)	12 (5.8%)	

Next we tested the effects that having students incur charges for the use of clickers has on their overall satisfaction with using them in the classroom. Table 4 presents the results of this analysis. Although students were quite satisfied using either type of clicker, there was a large, measureable, and statistically significant negative effect of charging



students for clickers. Whereas 77 percent of students were very satisfied with using the free Interwrite system, only 51.9% of students were very satisfied with the CPS system. The differences between the two are statistically and substantively significant.

Table 4. Student Satisfaction with the Use of Clickers in the Classroom, Free v. Fee Clickers

Satisfaction Level	Clicker Type		x ² (sig)
	Fee Based (CPS)	Free (Interwrite)	
Very Satisfied	135 (51.9%)	174 (77.0%)	34.23 (.000)
Somewhat Satisfied	107 (41.2%)	46 (20.4%)	
Somewhat Dissatisfied	14 (5.4%)	6 (2.7%)	
Very Dissatisfied	4 (1.5%)	0 (0.0%)	

Conclusion

The use of clickers in higher education has expanded rapidly over the past decade, and significant evidence has emerged in the literature demonstrating that the use of clickers in the classroom can have powerful effects on student learning. Much of this literature, however, has focused on applications in the natural sciences. Fewer studies have been published examining the impacts of using clickers in the social sciences and the humanities.

In this analysis, we demonstrate that a very simple application of clicker technology using short daily quizzes at the beginning of each class can improve both student



attendance and student preparation in political science classes.

Furthermore, there is evidence that students enjoy using the clickers, with large majorities supporting their continued use in future administrations of the course.

The prospect for the use of clickers in higher education appears bright. Yet as the technology expands even more rapidly into the college classroom, it is increasingly important that studies are undertaken evaluating the effectiveness of specific pedagogies that employ clicker technologies, particularly those in the areas of the social sciences and the humanities.

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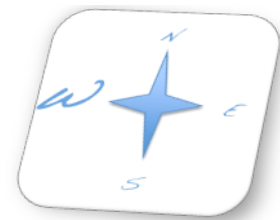
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Western Announcements

WPSA Committee on the Status of Asian Pacific Americans

In celebration of the official launching of the WPSA Committee on the Status of Asian Pacific Americans (APAs) in the Profession in the 2012 meeting, the preparatory committee members Andrew Aoki, Kim Geron, Jane Junn, S. Karthick Ramakrishnan, and Pei-te Lien (chair) have put together four exciting panels for the meeting attendants. They include two paper panels 21.04 (Thursday 1:15-3pm) and 21.02 (Saturday 3:15-5pm) on new research and perspectives on APA politics. They also include a roundtable discussion on the new book (Asian American Political Participation: Emerging Constituents and Their Political Identities by Janelle Wong, S. Karthick Ramakrishnan, Taeku Lee and Jane Junn). The panel 05.09 is slated for Saturday 10-11-45am. Preceding the book panel is another roundtable forum (panel 23.02, Saturday 8-9:45am) on professional development issues affecting Asian American faculty and students. Following the book panel @12pm, we are holding our first business meeting of the APA Status Committee at WPSA. Please join us as we march into a new milestone in WPSA history.

Pre-Conference Workshops

Feminist Theory

The Feminist Theory Reading Group will hold its annual meeting on Wednesday, March 21, 2012, from 1:00 – 6:30 PM. The first session, "Re-viewing the Politics of Care: New Work by Stacy Clifford and Joan Tronto," will take place from 1:00-3:30. The session organizers plan to circulate the papers at the beginning of February. During the second session (4:00-6:30), we will discuss Kathy Ferguson's new book: *Emma Goldman: Political Thinking in the Streets*. Shatema Threadcraft will lead the discussion. For instructions about how to receive a 50%-discount on the book, please contact the organizers.

Please contact Julie White (whitej@ohio.edu) and/or Lawrie Balfour (klb3q@virginia.edu), if you have any questions or would like to be added to the mailing list.

Latino Politics

The Latino Politics Workshop sponsored by the Committee on the Status of Latinos in the Profession will be held on March 21, 2012 from 1:00pm to 5:45pm. Topics that will be covered in the panel sessions include, the 2012 Elections: Presidential, Congressional, and State/Local, Graduate Student Research, and Transitioning from Graduate Student to Assistant Professor



Remembering Tim Hodson

We recently lost Tim Hodson who was a good friend of the Association and a dear personal friend to many in the Association. A very nice, traditional obituary written by Ted Lashcer will be published shortly in PS. Working with many who knew him well, we thought we would remember Tim with personal memories of him.

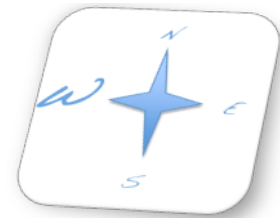
Tim Hodson was a much-valued colleague who epitomized the perfect professional within the Western Political Science Association. Tim bridged the gap between the political world of the California legislature and the academic world of research and the classroom. In his role as Director of the Center for California Studies at California State University, Sacramento, and in his roles as teacher and scholar, he brought much richness to the field of California politics. His presence at virtually every meeting of the WPSA gave vitality to the work on state politics. Tim was the kind of colleague for whom the WPSA was formed in 1947. He pulled people together, he added value to their mutual work, and he provided warmth and humor in all of his professional endeavors. He is gone far too soon.

Elizabeth F. Moulds
Former Executive Director of WPSA

"Tim Hodson had an amazing career, affecting not hundreds but thousands of lives. Tim's 19 year leadership of the Center for California Studies at California State University Sacramento provided a mixture of constructive and productive programs and opportunities for fellows, students and colleagues, legislators, public administrators of many kinds, judges, even governors and their staffs and other elected officials, and his was the kind of leadership that brought forward programs and opportunities that positively affected public policy and that were learning at its best. When Tim was quoted in the media, when he spoke out, readers and listeners gave thought; he was a source of credible knowledge and judgment, really wisdom, about public policy and affairs.

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And Tim never forgot that he was a professor, a teacher. LegiSchool, which he established, brought to thousands of California high school students a direct engagement with legislators, the legislative process, and public policy. Each year students in high schools throughout the state engage a piece of legislation and follow it through the entire process, using technology and often face-to-face meetings. In the first year of LegiSchool, in the mid 90s, students worked with a bill authorizing secondary schools to require students to wear uniforms – ingenious. No encouragement was necessary to bring about student involvement. Above all else, Tim was a trusted colleague, not only with faculty and staff but also with public figures and policy wonks, the media, and his students. It is wonderful to work with an individual in complete trust”.

Donald R. Gerth
California State University Sacramento

“The first time I met Tim Hodson, he told me I might be run over by a cement truck the next day, killed, and forgotten the next week by everyone at the office. This was a speech that Tim gave every year to all of the Capitol Fellows. As young legislative staffers so impressed with our newfound importance that, Tim correctly discerned, we needed some humbling. He was half-scowling, half-grinning as he delivered it, but I believed then that he meant what he said and that he was right: that none of us are irreplaceable in our work lives, that our professional accomplishments are fleeting, and that we will slowly be forgotten. But I’ve changed my mind, with the conversion crystallized by Tim’s passing. No one will be able to bridge the divide between academic and practitioner with as much savvy, intellectual rigor, and humor as Tim, though many of us inspired by his example will try. The legacy he leaves in the Center for California Studies and the Capitol Fellows program will last for generations. And everyone who had the chance to work with him — from the scores of Fellows to the hundreds who packed into his memorial in Sacramento to the thousands who have been part of Envisioning California conferences — will remember, and deeply miss, Tim Hodson.”

Thad Kousser
UC San Diego



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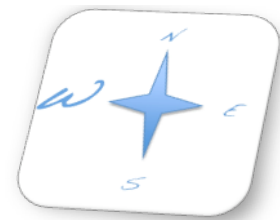
"Tim Hodson—mentor and friend. I had the honor of working with Tim over the last seven years on a joint program with the National Conference of State Legislatures. Tim had a remarkable presence. While his junior by about twenty years, he always treated me with respect, and when sought, provided professional guidance. Often his advise would start with a joke but progress towards a personal story about when he had a similar encounter and how he addressed it—correctly or not. While it was our professional roles that connected us, it was his personal friendship that I cherished the most. We were neighbors and periodically had lunch at a local restaurant with no particular agenda. He would often talk about his family with love abounding. On one of the first times that we met, he shared how he was going to a baseball game with his son, Matt. For some reason, that simple gesture stuck with me—there is something special about a father and son going to a game together without any outside distractions. He was incredibly proud of his son, particularly on the type of man—and father—he had become. His love for his wife Ruth was equally clear. When I told him that I was going to propose to my girlfriend last year, he shared about how he met Ruth and how he proposed on a bench in front of the Capitol. While many of us knew him professionally, it was his personal nature that exemplified the very best. Through his life and untimely death, he taught me many lessons on what it means to be human."

Paul Danczyk, Interim Director/Sacramento
University of Southern California

"There are lots of great things I'll remember about Tim, but one that I especially prize is his sense of humor. While Tim wasn't averse to broader jokes, his humor was often delivered in an understated way, helping to diffuse even tense situations. An incident during the past year underscored this for me. During one of Tim's first days back at the office after his brain cancer diagnosis and the initial round of treatment, a new colleague and I needed to talk to him about a selection committee for the Capital Fellows programs. Apparently a small group of committee members were upset about how decisions were being made. Now, this was not exactly a new phenomenon, and Tim had a long track record of firmly but diplomatically addressing

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concerns. However, on this occasion Tim looked over at the new staff member and said something like "Gosh, this has never happened before." For a moment I was very troubled. Had the brain cancer taken more of a toll than I imagined? Was Tim forgetting all the times he'd dealt with this in the past? All kinds of worrisome things went through my mind. Then I noticed just a little twinkle in his eye and a hint of a smile. I'd been had. Again. And all it could make me do was laugh."

Edward (Ted) L. Lascher, Jr., Acting Director, Center for California Studies
California State University, Sacramento

"Even when Tim was sick, he still helped people just starting out on their careers. After I read a senior honors thesis written by a UC Berkeley student, I encouraged her to share it with Tim because of his interest in legislative staff behavior after Proposition 140. Tim took the time to read her paper carefully and offer her his thoughtful comments. Then Tim encouraged her to submit her revised work to the online journal, "California Journal of Politics and Policy." She was thrilled when they published her article. Paying attention to emerging talent and encouraging young staffers were among Tim's great contributions. I miss him already."

Peter Detwiler
Department of Public Policy & Administration, CSUS

"I have no idea how many Western Political Science Association meetings that Tim attended or the number of panels on which he served. I do know, though, that Tim was a long-time member of the WPSA, one who participated regularly at our annual conference. I know this because I served on many panels with Tim over the years. We both share an interest in legislative politics and the workings of California government. Sometime in the 1990s we began to serve on panels together, where we would talk about Willie Brown, term limits, the state budget, and the internal dynamics of Assembly politics. Tim's knowledge about California politics was immense and he did a lot to share that knowledge. I was always thankful for his input on my work."



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What I will remember most about him, however, was not his contributions to political science or to education, but what a good person he was. When we got together for lunch or just to share ideas after panels, we often talked about our common paths, including going to high school in Orange County and then graduate school at UC Santa Barbara. One conversation I remember most took place a few years ago when Barry Bonds was hitting home runs and making waves for the San Francisco Giants. Tim's son worked in public relations for the Giants and apparently he was the only one in the organization that Bonds trusted to represent him to the press. Mixed in the story about his son was both pride and love. Tim will be missed.

Richard Clucas
Executive Director, WPSA

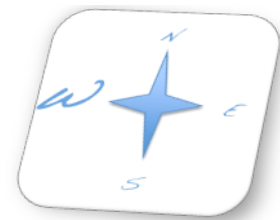
"I remember Tim Hodson as a valued friend and colleague, excelling in the professional in the roles of director, professor, advisor, and appointed state commissioner for political ethics. I worked most closely with Tim over the last six years in a program we offered for the National Conference of State Legislatures. Working with Tim to develop and deliver the NCSL's Legislative Staff Management Program allowed me to experience first hand three of the driving values in Tim's professional work: one, a deep belief in the legislature as an institution vital to democracy; two, the of graduate studies, fellowship programs, and the NCSL program in supporting and advancing professionalism in public service; and three, his belief in each and every person, a value so deep that outreach to all people was a responsibility, not an option.

I admired deeply Tim's contributions in directing the Capital Fellows program, the National Conference of State Legislature's LSMI, the Envisioning California Conferences, and countless other programs that expressed his deep commitment to advancing the knowledge and practice of public service."

Dr. Richard Callahan, Associate Professor
University of San Francisco

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Submission Instructions

At *The Western* we encourage submissions for articles in any of our four areas: *Western Educator*, *Western Researcher*, *Western Politics*, and *Western Reviews*.

Western Educator

For the *Western Educator* we welcome submissions about controversies and innovations in political science education at the undergraduate and graduate levels. These can be articles that describe unique classroom simulations, the incorporation of innovative technology into the classroom, and a wide variety of other topics. We especially welcome submissions with a focus on topics unique to the western region. Articles should be no more than 10 pages.

Western Researcher

For the *Western Researcher* we welcome submissions that present innovative research techniques, data sources, and reviews of current trends. We especially welcome those with a focus on the western region. Articles should be no more than 10 pages.

Western Politics

For the *Western Politics* section we welcome individual papers and organized symposia about topical issues of political events in the western United States, Canada, and Mexico. Individual papers should be no longer than 10 pages. If you are interested about proposing and editing a symposium, please contact the editors.

Western Reviews

Please contact the editors if you are interested in reviewing books.