

## NAME

### Department of Political Science Faculty Development Final Report

Below I have a Faculty Development Final Report, which includes an assessment of my Scholarship Strategies Project, my Course Development Project and Citizenship Project. I have included the FDS Final Checklist at the end. I include what I wrote in the proposal and add my report at the end of each section of research, teaching, and service – sections 1.4, 2.4, and 3.4.

## 1. Scholarship

### 1.1 Self-Assessment

My primary research agenda concerns the international effects of revolutions. My principal work in this regard is my book project, which is an outgrowth of my dissertation. I examine when and why leaders will fear that revolutions elsewhere will embolden their own domestic opposition, and what the international effects of those fears are. Other topics I investigate on this subject include how human rights norms affect the way the United States response to revolution and when a state's foreign policy can be considered revolutionary, and what accounts for its diminution. I also examine other questions in the broader security studies field, such as the question of how great powers respond to potential rivals.

I believe a strength of my research is that I pick big questions that are not only of inherent interest, but often have relevance to the broader theoretical debates in the study of international politics. One weakness is simply that I have yet to publish much. I have only published one article that was coauthored. This deficiency is changing. I have two forthcoming articles (“My Foresight Does Not Embrace Such Remote Fears’: Time Horizons and the Response to the Rise of American Hegemony,” *Political Science Quarterly*; “The Evolution of Norms: American Policy towards Revolution in Iran and Egypt,” *Journal of Human Rights*) and hopefully more along the way. I have also done a better job in the past few years at getting to know scholars in my field through conferences, correspondence, and interacting with invited guests to BYU.

### 1.2 Goals

Below I provide the major tasks in my research agenda prior to my third year review, in the Winter of 2019:

- Place my book under review at one of the top university presses. The biggest step in completing that task is completing the research and writing up a chapter that was not a part of my dissertation. I am working on that this summer and will present the findings at several conferences in the fall. I will also rewrite the theory chapter in the fall, as well as prepare a couple versions of a book proposal. I plan on meeting with book editors at a conference in April of 2018 and have the book under review by that fall.
- Publish “Revolution and War: Saddam’s Decision to Invade Iran.” This paper got an R&R at *The Middle East Journal*. I significantly modified the paper and I am eagerly awaiting a decision from the editor.
- “Structural Theories and the Iranian Revolution.” I plan to submit this paper to *International Political Sociology* this spring.

- “War, Revolution, and the Transformation of European Politics.” I have received positive feedback presenting this paper at conferences, but it needs a rewrite. I plan to do so after I have a draft of my book manuscript, and at least get it under review before third year review.
- “Revolutionary Waves: The International Effects of Threats to Domestic Order.” This paper is based on the argument of my book. I have received positive feedback on it, but I need to make some major changes because it is much too long. I plan to make those changes after I have a draft of my book manuscript.
- Continue presenting work at the primary conferences of my discipline – APSA (political science) and ISA (international relations).

### *1.3 Scholarship Strategies Project*

I feel I am making headway on the tasks above. My biggest impediment is not having enough time. I have curbed some extracurricular activities, such as deciding not to take an extended family vacation this summer, but I would rather not reduce my time with my family any more. One place I can harvest more time is how I arrange my teaching. Teaching has a tendency to take over my schedule. One of the things I have been able to do for this upcoming year is to teach courses in the Spring, which opens up my Fall semester. My first major goal, as indicated above, is to place my book under review, and my biggest hurdle to clear before doing that is to research and write the chapter I am adding. That, along with rewriting the theory chapter and book proposal, is the aim for the next six months. I will report on the state of that chapter in a follow up to this plan.

Having a large chunk of time devoted to my research will not always be possible. When it is not, my goal is to more rigidly set aside time for research during the week and not let my teaching duties spill over into that. Even in a busy semester, like the Winter will be, I can devote a day (Friday) to research.

### *1.4 Scholarship Strategies Project final report*

I have made some progress in the goals articulated above. My main task, as I said, is to get a draft of my book under review by the time I go up for my third year review. And the principal aim in that task was to add another empirical chapter. I now have a draft of the most important part of that chapter and I presented the results at two conferences, including the leading political science conference (APSA), which was one of my goals above. I will be presenting another one of the empirical chapters at the leading international relations conference (ISA) in April, which was another one of my goals. I am a little behind my plan stated above in that I have not yet rewritten the theory chapter of the book. That is what I am doing this month. I spent the fall on the unfinished chapter. My paper, “Revolution and War: Saddam’s Decision to Invade Iran,” was accepted for publication – I just edited it last week.

I have arranged my teaching so that I will be teaching Winter/Spring next academic year, which will give me the time I need to finish the book manuscript in Summer and Fall and also get to the other papers mentioned above. I am teaching two classes this spring, which will give me little time to research. So I am trying to set aside research time this quarter, though I find it swallowed up by preparing lectures for my new class and departmental business. I am devoting

my Fridays at least, as mentioned above, to my research. My chair and mentor are both pleased with the progress made thus far.

## **2. Teaching**

### *2.1 Self-assessment*

I had the advantage of having had a good deal of teaching experience as a visiting faculty member here, and at UCLA, so I have been able to hit the ground running. I am pleased with my teaching thus far. I rank above my peers in the department on most queries on the evaluations. There is high demand for my classes, and I have many students that take all of my classes. Perhaps I just teach the subjects they are interested in, but I think I am doing some things right. There is always room for improvement. One thing I have had an issue with is framing my response to students' arguments. I feel like I am always respectful of students' opinions, but I often take a Socratic approach, and in the past, a few students were sensitive to my critiques, particularly in the seminar, where I give very detailed responses to their work. I am working on delivering the same message with a softer frame. I am not interested in coddling people that cannot take criticism of their work, but I also want to deliver the critiques in a way that will maximize effectiveness. I have a reasonable range of classes I teach, but I am looking to expand that range further. I will be picking up another course, which will mean that I will have taught four different preps by my third year review.

### *2.2 Goals*

- Develop the course, "International Relations of the Middle East." One of the main tasks is to create a meaningful student research project.
- Update my class on American national security affairs. Given the subject matter of this course, it needs constant revisions. I am considering adding simulations that I learned about at a Council on Foreign Relations workshop.
- Work on developing my critiques of student's work in the most constructive and friendly way possible, least they perceive me as an enemy.
- Read works on the research on good teaching, starting with a book I got at the Faculty Development Service: Ken Bain, *What the Best College Teachers Do*. I would like to every year read a different work on teaching. I have several additional works on the list, like *Make it Stick*.
- Consult with my colleagues regularly on best teaching practices.

### *2.3 Course Development Grant Proposal*

I am currently developing a course on the international relations of the Middle East to be taught in Winter 2018. This will be my fourth course prep, which will be well over the bar for third year review. It not only serves departmental needs, but the needs of International Relations and Middle East Studies majors. I have talked to my colleagues who study the Middle East, Josh Gubler and Quinn Mecham, and we plan on sitting down to review my course to make sure it fills the needs and fits in with the rest of the curriculum. I have consulted with Ray Christensen, my teaching guru in the department, about the student research project and presentation, the details of which I am still working out. And I have submitted my syllabus, which is admittedly a work in progress, to Taylor Halverson at the Center for Teaching and Learning for his feedback. I ask for \$300 in funding to buy books to prepare myself to teach the course.

#### *2.4 Course Development Project final report*

I received feedback from my three colleagues that study the Middle East on my syllabus on the International Relations of the Middle East, as well as feedback from another colleague and Taylor Halverson. I probably spent a little too long developing the course at the expense of research, but I feel I have developed a rigorous and somewhat unusual course. There are not many examples of this course to draw on – I emailed colleagues across the country for their syllabi. I am still in the middle of teaching this class, and I am still modulating things. I had many more students sign up for the course than expected, so I had to change how I planned the student presentations of their research project because there simply was not enough class time to have the type of presentations I wanted. But I think the class is going well. I have already heard good things from the students. My chair and mentor are both pleased with the progress made thus far towards teaching. I have prepped enough classes for tenure at this point.

### **3. Citizenship**

#### *3.1 Self-assessment*

As a new faculty member, I have not been asked to do a lot regarding citizenship, but I believe I have performed my duties well. I am on the teaching committee. I schedule the IR courses and I took the initiative to figure out what the schedule will be for the people teaching the intro courses in the future. I did a teaching evaluation for a colleague's continuing faculty status review and will be evaluating another colleague's courses for a full professor review. I am actively involved in the departmental seminar, "Thursday Group." I also participate in "Political Economy of Development Lab," the workshop for scholars in the department working on issues in comparative and international politics. I have also tried to contribute to the larger university community. I have been involved in the conflict resolution student club at their request. I have interacted with visitors that have come to campus upon the request of faculty. A few weeks ago I was put on a panel in a women's studies class regarding men supporting their spouse in their career. I also coordinated a visit of John Owen, from the University of Virginia, to the campus.

#### *3.2 Goals*

- Continue to schedule the international relations classes as a part of the teaching committee, and maintain an advanced schedule so that surprises are minimized.
- Actively participate in the departmental seminars, "Thursday Group" and "PEDL." Present my work at both venues.
- Contribute to course reviews of colleagues.
- Serve the larger university community by participating in things such as student clubs, Kennedy Center events, meeting with off campus visitors.
- Provide feedback on the work of others in my discipline outside of BYU.
- Fulfill other assignments that arise.

#### *3.3 Citizenship Project*

I am in a department where I differ methodologically and substantively with most of my colleagues. I will be the odd man out in that sense, but I still want to integrate myself in the department. As my goals suggest above, I want to be actively involved in "PEDL" and "Thursday Group." I have yet to present my research at "Thursday Group." And that is on the

agenda for the coming year. But a more immediate goal, which will be my citizenship project, is to get to know my colleagues better (and have them get to know me) in a more informal way by going out to lunch or some equivalent activity with a number of them.

#### *3.4 Citizenship Project final report*

I have kept my citizenship up, in fact, probably spending too much time reading things for the many job candidates and rank and status reviews the department has been having. I am active in the departmental groups: PEDL and “Thursday Group.” I am going to present a paper to that group in a couple of months. I stated above that my goal was to get to know my colleagues better in a more informal way, and I have done that. My chair and mentor are both pleased with the progress made thus far.

#### *4. FDS Spring Checklist*

I have attached the checklist below.