

Julie A. Loggins

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University of South Carolina, Columbia, SC
(Expected Graduation Date: May 2008)

INTERNATIONAL RELATIONS: International relations theory, conflict and peace processes, hegemonic behavior, explanations of deviant behavior in the international system, impacts of globalization on power dynamics in the international system

FOREIGN POLICY: US foreign policy coherence and consistency, cross-national foreign policy coherence and consistency

COMPARATIVE POLITICS: Institutional constraints on state behavior, microfinance and economic development strategies

Julie Loggins' research interests are varied among several political science sub-fields and incorporate research, literature, and methods from the various sub-fields within the discipline as well as those in other disciplines such as psychology, sociology, and economics. While these interests may seem broad, they are centered on a unifying question or theme: What governs a state's behavior and interaction in the international system?

Ms. Loggins' dissertation explores the lack of explanatory power that Bueno de Mesquita's model of expected utility has when examining minor power states, in particular with respect to their actions directed toward major power states. When examining Bueno de Mesquita's expected utility data, one can see heteroskedasticity. That heteroskedasticity is produced by differences in power status in the international system as well as different developmental factors for minor power states. She has developed a theory that incorporates more situational and developmental factors than Bueno de Mesquita's model which better explains the behavior of minor power states. This theory relies on literature from the field of social psychology related to oppositional defiant disorder and conduct disorder to explain how situational and developmental factors can actually reorient an actor's value system such that two actors viewing the same circumstances will act differently because of the different values and decision making calculus that are employed based on their individual situational and developmental experiences. This is placed within the international relations literature on regimes and hegemonic behavior to gain a more complete picture of minor power motivation with respect to actions directed toward major powers.

While Ms. Loggins' dissertation research focuses on the motivations of state behavior and under what circumstances our current models for militarized conflict need to be revised, she also has a demonstrated interest in examining foreign policy processes and outcomes. Her dissertation research has a direct extension into this area as well. If leaders understand the situations under which our current models are flawed and can thus incorporate a new model for examining the predicted behavior of another state actor in the international system, the presence of unexpected outcomes will be decreased, therefore leading to better policy making and a greater probability of desired outcomes.

Ms. Loggins' teaching skills and experiences are quite diverse, ranging from introduction to politics and introductory international relations courses to more advanced courses in comparative politics and foreign policy. She has also directed and served on the honors thesis committees for her students and conducted supervised independent study courses about the impacts of technology on political participation and Middle Eastern politics. While at the University of South Carolina, Ms. Loggins has taught a total of five different classes for a total of 15 courses as the instructor of record, often varying the texts, types of assignments, and teaching styles with great success.

Ms. Loggins believes that sound, high quality research implores both quantitative and qualitative methods of examining events. In the field of political science, as with other fields that rely on studies of human behavior, purely using quantitative methods makes it difficult to explore factors that are difficult to measure such as motivations. This does not mean that researchers cannot approximate values for these factors, but in depth case study and the use of qualitative methods can increase the explanatory power of one's theory. The use of purely qualitative methods has its weaknesses as well. Qualitative studies often make generalizability and prediction difficult, something that quantitative methods provide, at least to some degree, to the researcher. Quantitative research also allows the researcher to have a greater degree of systematic examination than qualitative studies often do. The use of both types of methods of research, both quantitative and qualitative, enables a researcher to also greater test a theory. By using both types of methods, a researcher can validate the results of one with the other; therefore increasing the reliability of the research being conducted.

Ms. Loggins also believes that good research and good teaching go hand-in-hand. It is through quality research that a good teacher can enhance students' experiences in the classroom. It is also through quality teaching and engagement in the classroom that a good researcher can find new problems to explore or even new approaches to studying old problems. The interaction between teacher, researcher, and student can foster positive teaching, learning, and research environments if used properly.

Ms. Loggins earned her bachelor's degree in politics from Wake Forest University in 1997. Shortly thereafter she began teaching US Government, Spanish, and Algebra (among other courses) at Oak Hill Academy in Mouth of Wilson, VA. In 2000 she began pursuing her Ph.D. in political science at the University of South Carolina with a major in international relations. Her minor field of emphasis is comparative politics and she has completed her cognate courses in research methods.

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