



The West Virginia FACDIS Newsletter
The Consortium for Faculty and Course Development
in International Studies

Editor: Gretchen Peterec

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THIRTY-FOURTH ANNUAL FACDIS WORKSHOPS

November 6-7, 2014 (Thursday-Friday)

Lakeview Resort and Conference Center, Morgantown, WV

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All FACDIS faculty should now have received a packet of “start of the academic year information” which, in addition to travel grant applications and a catalog of new audio-visual resources, includes preliminary information on our annual two-day November workshops: Thursday and Friday, November 6-7. Prominent academics and professionals have been selected to lead workshop sessions on the impact of global climate change from several different perspectives:

- ◆ *Living Climate Change: Using Anthropological Encounters and Actions in Teaching:* Susan Crate, George Mason University
- ◆ *The Dynamics of Resilience to Climate Change: A Geographer’s Perspective:* Kendra McSweeney, The Ohio State University
- ◆ *Climate Change and Security: Research, Policy, and Teaching:* Idean Salehyan, University of North Texas
- ◆ *Teaching and Writing about Climate Change: A View from History:* Sam White, The Ohio State University

We hope that our FACDIS faculty have been able to arrange their class schedules so that Lakeview in Morgantown is firmly on your calendars for **November 6-7**. Registration information and a preliminary program will be mailed electronically to faculty in mid-September with an **October 3** deadline. Please call us immediately if you do not receive this information.

After the Institutional Representatives selected this theme for 2014, Jack Hammersmith has been working to select the four speakers who will address this year’s theme. The workshops begin with Thursday’s lunch and conclude at noon on Friday. Prior to the individual workshop sessions, there will be an opening plenary panel discussion with all four presenters.

As in the past, FACDIS will pay for lodging for out-of-towners, and cover meals and registration for all attendees. See your registration information with details, including session abstracts and speaker information. We look forward to seeing you in November!

Special points of interest:

- Annual FACDIS Workshops
November 6-7, 2014

REMINDER:

Travel Grant applications are due in the
 FACDIS Office by
 October 10, 2014

FACDIS International Studies Summer Institute for Teachers

Earth, Water, and Air: Energy and the Environment in Today's World

Blackwater Falls, June 22-27, 2014



2014 Summer Institute Participants at Mount Storm Power Station

For the twenty-sixth summer, FACDIS organized an outreach program for pre-collegiate educators. This year's International Studies Summer Institute for Teachers on ***Earth, Water, and Air: Energy and the Environment in Today's***

World brought thirty-seven public school teachers to Blackwater Falls State Park, June 22-27, to expand their knowledge of the teaching of energy generation and its effects on the environment and on societies worldwide. The institute served not only science teachers but social science and the humanities teachers as well. The week's speakers addressed questions of how energy is generated as well as energy-generation's environmental impact, a problem common to all - internationally, nationally, and locally. The institute was designed to provide practical information and hands-on instruction in how to teach more effectively select curriculum-based units on energy-generation while controlling the destruction of the environment or the pollution of air and water. Teachers received three hours of professional development credit, free lodging and meals, and teaching resource



Matt Sherald, PIMBY: Power in My BackYard, demonstrates a solar panel

materials.



Rita Landtrachtinger-Hott, Hampshire High School and John Garlow

A highly talented faculty made presentations during the five-day institute. They included two West Virginia University professors: Brenden McNeil, from the Department of Geology and Geography, specializing in energy, ecology and environment, and Kathleen Fallon, from the Department of English, specializing in creative writing and the environment. Also, joining the institute's teaching staff this year was John Garlow, a West Virginian native and designer and builder of energy efficient homes throughout eastern U.S. and the Bahamas. Tom Collins, retired director of Project LINKS (Linking International Knowledge with Schools), part of the Elliot School of International Affairs of the George Washington University, was of considerable help in providing teaching resources for the institute participants.



A Visit to a Wind Farm, Mount Storm, WV



Jack Hammersmith, FACDIS Director, and Brenden McNeil, West Virginia University

In addition to the many hours of classroom experience, the participating teachers also interacted with each other during sessions, meals, and evening conversations with suggestions on how to integrate better *international issues* into the classrooms. Teacher participants then translated materials from the summer experience into teaching units which will be posted on the FACDIS web page. Teachers were eligible for three hours professional development credit, in addition to free lodging, meals, and teaching resource materials. Funding from the West Virginia State Legislature supports these annual summer professional development programs.

News and Notes

Katherine Aaslestad, West Virginia University, recently joined the Editorial Board of the German journal, *Militär-geschichtliche Zeitschrift*, and the Board of Directors for the Consortium on the Revolutionary Era. This summer she was also asked to join the Advisory Board for an international project in the Netherlands entitled “The persistence of civic identities in the Netherlands, 1748-1848.” *Revisiting Napoleon’s Continental System Local, Regional and European Experience* (http://www.palgrave.com/page/detail/?sfl=id_product&stl=683972), a co-edited volume, is about to appear in press. She also had a chapter appear in a book: “Citizenship in Action: Hanseatic Women’s Wartime Associations” in *Gender in Urban Europe: Sites of Political Activity and Citizenship, 1750-1900*, (Routledge, 2014), 124-140.

Robert Blobaum, West Virginia University, published the following articles and chapters: “Warsaw’s Forgotten War,” *Remembrance and Solidarity: Studies in 20th-Century European History*, no. 2: *First World War Centenary* (March 2014):185-207 and “A Different Kind of Home Front: War, Gender and Propaganda in Warsaw, 1914-1918” (co-author) in *Propaganda and World War I*, ed. Troy Paddock (Brill, 2014), 249-272. He also gave the keynote address for the 55th anniversary celebration of the Fulbright program in Poland on 23 June 2014 in Warsaw.

Jeffrey Byrd, WVU at Parkersburg, is the new Chair of the Internationalization Committee at WVU Parkersburg, having taken over from **Aaron Crites**.

Trevellya Ford-Ahmed, West Virginia State University, was an invited speaker at *Internationalization of U.S. Education in the 21st Century, The Future of International and Foreign Language Studies*, a research conference on national needs and policy implications at the College of William and Mary in Williamsburg, Virginia, and a moderator at Global Fusion Conference: “Ongoing Research on Media Globalization,” at Ohio University in Athens, OH. She was also the recipient of the 2014 “West Virginia Educator of the Year” Crystal Award bestowed by the West Virginia Public Relations Society of America.

Chiquita Howard-Bostic, Shepherd University, has had numerous publications and given several presentations:

- Howard-Bostic, Chiquita. 2014. “Women’s emotive responses and female-perpetrated intimate partner violence.” acceptance ID 141896, *Journal of International Criminal Justice Research*.
- Howard-Bostic, Chiquita. 2015. “Aggression and violence in teen girls,” in *Crime and criminal justice in Black girls and adolescents: Facing life challenges*. Santa Barbara, CA: Praeger Publishers.
- Howard-Bostic, Chiquita. 2014. “Emancipation by evading a contest: A feminist perspective on power and success.” Paper presented at the Oxford Women’s Leadership Symposium, Margaret Thatcher Centre, Somerville College, Oxford, England.
- Howard-Bostic, Chiquita. 2014. “A hybrid learner-centered pedagogy.” Paper presented at the 40th Annual Conference Roundtable of the East Coast Colleges Social Science Association (ECCSSA), Herndon, VA.
- Howard-Bostic, Chiquita. 2014. “Women’s emotive responses and female-perpetrated intimate partner violence.” Paper presented at the Academic and Business Research Institute (AABRI) 2014 San Antonio Conference, San Antonio, Texas.

Heather Kalb, Theunis van Aardt, and Marie duToit lead 13 West Liberty University biology students on a trip to Costa Rica from August 1-13. The group visited a tropical rain forest, cloud forest, and dry forest. Along the coast, they visited a sea turtle nesting beach, swam with the sea turtles offshore, and scuba dived or snorkeled around a dying reef (climate change and loss of predators). Of the 13 students, three had never been on a plane before and about half had never been out of the country. Now, two students are thinking about going to a class in Belize together. This was the first study abroad trip offered through the biology department.

Linda Kinney, Shepherd University, attended the 23rd Annual Conference of the International Association for Feminist Economics (IAFFE) from June 27-29, 2014, at the University of Ghana in Accra, Ghana. In collaboration with Rose-Marie Avin (University of Wisconsin Eau-Claire), she presented a paper entitled, “Trends in Female Entrepreneurship in Vietnam.”

Cyanne Loyle, West Virginia University, is on a Fulbright to Norway this semester from August through December 2014, to work on her during-conflict justice project. She will be working at the Peace Research Institute Oslo to finalize the theoretical development and data analysis for a collaborative project on government use of transitional justice during armed conflict. This project addresses the causes and consequences of implementing transitional justice during conflict as a means of bringing a quicker resolution to the violence.

Mark Tauger, West Virginia University, gave a paper on "Plant Disease and Famine" at the 2nd World Conference on Environmental History in Guimaraes, Portugal, in July 2014.

James Siekmeier, West Virginia University, was a Senior Visiting Fellow at the London School of Economics (LSE) IDEAS Centre in Oxford, England, from mid-January to mid-March, 2014. The Centre is an academic think-tank where social scientists who specialize in international affairs do research, give talks, and share ideas. The Centre hosts scholars from all over the world. Siekmeier was doing research on a book manuscript on Latin American nationalism and globalization.

Frederick Walborn, Glenville State College, again spent his summer teaching psychology courses on a Navy ship, the USS Bataan.



WVU Geography professor researches history of collaborations between U.S. and Cuban speleologists (cavers)

María Pérez, assistant professor in West Virginia University's Department of Geology and Geography, is using a three-year grant from the National Science Foundation to examine how and why Cuban and U.S. speleologists (cavers) are collaborating amid a tense political climate.

"I want to examine the interaction of these cavers from an anthropological perspective to see how the exchange of ideas between the U.S. and Cuba can provide insight about the geopolitics of science and exploration beyond U.S. borders," she said. "Cavers from these two countries aren't supposed to be collaborating. The U.S. government has had an embargo against Cuba for a long time and it's a big political issue."

The Cuban Revolution in 1959 increased tension between the United States and Cuba, resulting in a U.S. government embargo that severely restricted—and at times halted—economic relations between the two countries. With a few exceptions, the embargo made it illegal for U.S. citizens to conduct business with or travel to Cuba.

Despite these challenges, a number of U.S. citizens have collaborated with Cuban speleology organizations to explore Cuba's karst landscape, characterized by caves, sinkholes, aquifers and other underground drainage systems. These speleologists are focused on the scientific study of caves and have found, explored, mapped and reported on the topography in Cuba.

Cuba is the first country in the Americas to establish a national caving group, the Sociedad Espeleológica de Cuba (Speleological Society of Cuba), and since 1940 more than 5,000 cavers have participated. But the future of the organization could be in question.

"Cuba is going through a ton of changes that could have a significant impact on speleology research," Pérez said. "If the U.S. embargo is lifted, what will happen to Cuban science? What will happen to Cuban caving? What is the impact going to be on conservation and exploration of caves?"

Cuba is experiencing mass amounts of change in a relatively short period of time. In particular, it is likely that the country's political leadership will change in the near future, making Pérez's project a timely one.

She plans to take multiple trips to Cuba to interview cavers and gather data from online archives. "I want to talk to these people and I want to know who has succeeded and who has failed in these collaborations," she said.

Pérez credits the mentoring and support she received from her departmental colleagues and other programs at the university for helping her design the project and earn the NSF grant. She developed the grant proposal while she was a Promoting Research Oriented Faculty Diversification On Campus Fellow at WVU. The PROF DOC program provides two-year postdoctoral fellowship opportunities for scholars from underrepresented groups in science, technology, engineering and math.

For more information, contact María Pérez, at 304.293.9283 or maria.perez@mail.wvu.edu.

FACDIS Faculty Travel Grant Report

Meeting: Central Hardwood Forest Conference, Carbondale, IL

Submitted by: Rico M. Gazal, Glenville State College



Management of central hardwood forests is an important topic that I cover in all forestry courses that I teach. Aside from teaching, I have also been involved in engaging undergraduate students in research. As an offshoot of my collaboration with Kyushu University in Japan, my undergraduate students and I were able to conduct a research project on Tree-of-Heaven that is considered an invasive exotic tree species in both West Virginia and Japan. My presentation on this particular research has gained interest from other professors, scientists and forest managers in the Appalachian region. I was able to establish contact with USDA Forest Service in exploring data sources on other invasive plant species in West Virginia. This conference has definitely provided valuable insights on hardwood forest management and was a great venue for me to establish collaboration with other scientists who have similar research interests.

Brief Reports about the FACDIS Scholar-Diplomat Program, 2014

Iran and Beyond: The Nuclear Issue in the Contemporary World

Submitted by: Aart Holtslag, Shepherd University

The Scholar-Diplomat Program on Iran and the Nuclear Issue consisted of a plethora of views and angles by which to analyze Nuclear Proliferation, Foreign Policy, and Diplomacy with regard to the Iranian nuclear issue. As a professor of International Relations in the Political Science Department at Shepherd University, Shepherdstown, West Virginia, the information I received and the knowledge I have gained will be of particular use to me in my Politics of International Organization and Politics of International Law classes.



In the Politics of International Organization class I can use the case of Iran and its nuclear proliferation as an example of the positive role international organizations such as the International Atomic Energy Agency can play in facilitating the boundaries and environment for negotiations between states on a controversial issue which has potential for hostilities. The case can furthermore serve as an example on the role such organizations play in the implementation and verification of international treaties. I could see how I might at a later point in time work what I have learned to create a negotiation simulation. I think it will show students the value of multilateral diplomacy even when trust levels are initially at a very low level. By having students go through the motions of the negotiations students would learn among other things that diplomacy in itself is a form of confidence building. This aspect is often lost in the world of economics where a cut throat mind set seems to prevail. For students to appreciate the value of confidence

building they need to see that the cost of a cut throat strategy can be very costly for either party in the negotiations even if you are the winning party.

In my international law class, the Iranian nuclear case can serve as an example how the Non-Proliferation Treaty is working despite the limitations it poses on the sovereign ability of self defense for the member states. The fact that Iran is willing to negotiate despite the enormous importance of the nuclear program for its sovereign rights shows the importance of the international society as upheld by international law. In the negotiations we see how states are pursuing their national interest, but we also see that the national interest includes belonging to a society which increasingly has become interdependent.

I could furthermore see myself use the Iranian nuclear proliferation and the negotiations surrounding the issue in my Politics and Government class (Introduction to Politics) when lecturing about the use of negotiation, diplomacy, and compromise.

This program has been very interesting. It was well organized and has given me plenty of things to think about, to work with, and to bring to practice in the classroom. My usage will probably go much further than the couple of examples I just have given. These examples do, however, give a good indication why this program is so valuable for faculty at West Virginia's universities.

Submitted by: Scott Crichlow, West Virginia University



I found the meetings with area and issue experts in the 2014 Scholar-Diplomat Program to be enlightening, and I can see working details from these talks into a variety of the classes I teach that deal with Middle Eastern politics, foreign policy, and international relations. This will be true in a variety of ways, but for now I will highlight the following four.

Alireza Nader's talk – This presentation alerted me to read his book *The New Supreme Leader: Succession in the Islamic Republic of Iran*, which I did on Sunday. It is an excellent short text that succinctly describes the current political factions and institutions in Iran. I may assign it in my Political Science 356 class in the future. Whether or not I assign it, I will teach off of it. And his talk was a good reminder of the potential fluidity of the structures of Iran's political system.

Sandy Spector and Lawrence Scheinman's talk – One of the most popular units in my version of Political Science 260 is a discussion and description of nuclear weapons, including, specifically, details of their construction, and the many things that will happen when one is detonated. The discussion at the James Martin Center points me toward new details to add to that part of my class. Discussion of trade in component parts, and the types of efforts that will be required to stop such trade, is a natural extension of this topic, and a very important one when it comes to discussing both arms control and international trade. It also fits well with the rather science-heavy perspective I bring to that part of my class.

The Leverett and Doran talks – Juxtaposed, I found these to be a very interesting pair of talks. On the one hand we saw someone who has seemingly decided to never change his mind on a topic, come what may. On the other hand, we met with someone who has changed her perception a great deal. While I will not know until I have had a chance to read the Leverett's book whether or not it would be a good text to work off of, regardless, these 2 meetings have gotten me to think about adding something, whether it is in my Middle East class or in my foreign policy classes (or both), on what information a student would have to have for her to change her mind on a variety of foreign policy topics. I already cover the importance of perception in all of my classes, but I am thinking perhaps I should do more that explicitly forces students to consider how attached to their existing political perceptions they are, and if those are moveable (at least on some issues) what would it take to move them? I think explicitly forcing students to consider that question, on a variety of topics, could add to more analytical thinking.

Ambassador Ross' talk – The most interesting part of this talk to me was his story about how he was sent to talk to the Arab monarchies to explain the US and Iranian position on the nuclear talks. I currently assign a book in the Politics of the Middle East class that is about the international relations (and rivalries) of the Gulf states (including, in recent practice, the US). It's a great book, but it treats the states as fairly separate, independent entities. The idea I got from the ambassador's talk was to focus a bit more on the Gulf states working through one another, and directly using other states to get their way with (or at least symbolically pressure) their rivals. It's a fascinating interaction pattern that perhaps I should explain in greater detail.

Calendar of Forthcoming Professional Meetings Social Sciences and Foreign Languages



Interested faculty should apply now for financial support enabling them to attend professional meetings that occur prior to June 30, 2015. Please find application for travel support in the recent mailing sent to all FACDIS faculty. Deadline for receipt of the travel application is **October 10, 2014**.

2014

- October 2-4 39th Annual European Studies Conference, University of Nebraska, Omaha. For further information contact: University of Nebraska at Omaha, Dept. of Foreign Languages, 6001 Dodge St., Omaha, NE 68182; phone 402-554-4840; fax: 402-554-3445; e-mail: TNovikov@unomaha.edu; web: <http://www.unomaha.edu/esc>
- October 3-4 37th Annual Global Studies Conference, University of Nebraska, Omaha. Theme: *National Security & Globalization in the 21st Century*. Contact: University of Nebraska at Omaha, International Programs, ASH 241, 6001 Dodge St., Omaha, NE 68182; phone: 402-554-2293; web: <http://world.unomaha.edu/gsc/index.php>
- October 16-18 32nd Annual Meeting of Association of Third World Studies (ATWS), Denver, CO Theme: *The Coming Decade: The Role of Leadership, Institutions, and Culture in Latin America, Africa, Asia, and the Middle East*. Contact: Dr. William Pederson, Executive Director, ATWS, International Lincoln Center for American Studies, Louisiana State University, Shreveport, LA 71115-2301; phone: 318-797-5349; e-mail: william.pederson@lsus.edu; web: <http://apps.gsw.edu/atws/>
- October 16-19 43rd Annual Conference on South Asia will be held at the Madison Concourse Hotel and Governor's Club, Madison, WI. For further information phone: 608-890-2847 or e-mail conference@southasia.wisc.edu; web: <http://southasiaconference.wisc.edu>
- November 4-7 Region VIII 2014 Conference: National Association of Foreign Student Advisers (NAFSA). Williamsburg, VA; web: <http://www.nafsa.org>
- November 19-20 68th Annual Conference, Middle East Institute (MEI), Washington, DC. For further information contact: Middle East Institute, Programs Department, 1761 N St., NW, Washington, DC 20036-2882; phone: 202-785-1141; fax: 202-331-8861; e-mail: information@mideasti.edu; web: <http://www.mei.edu/content/68th-annual-awards-banquet-and-conference>
- November 20-23 46th National Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES), San Antonio, TX. Theme: *25 Years After the Fall of the Berlin Wall: Historical Legacies and New Beginnings*. For information contact: ASEEES, University of Pittsburgh, 315 S Bellefield Avenue, 203C Bellefield Hall, Pittsburgh, PA 15260-6424; phone: 412-648-9911; fax: 412-648-9815; e-mail: aseees@pitt.edu; web: <http://www.aseees.org>
- November 20-23 34th Annual Lilly Conference on College Teaching. Miami University, Oxford, OH. Theme: *Evidence-Based Learning and Teaching*. For registration and conference information visit the web at: <http://www.units.muohio.edu/lillycon/>

- November 20-23 57th Meeting of the African Studies Association (ASA), Indianapolis, IN. Theme: *Rethinking Violence, Reconstruction and Reconciliation*. For more information contact: African Studies Association (ASA), Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854-8045; phone: 848-445-8173; fax: 732-445-1366; web: <http://www.africanstudies.org>
- November 21-23 Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, TX. Theme: *Reaching Global Competence*. Contact: ACTFL, 1001 N. Fairfax St., Suite 200, Alexandria, VA 22314; phone: 703-894-2900; fax: 703-894-2905; web: <http://www.actfl.org>
- November 22-25 48th Annual Meeting of Middle East Studies Association (MESA), Washington, DC. For more information contact: MESA, University of Arizona, 1219 N. Santa Rita Avenue, Tucson, AZ 85721; phone: 520-621-5850; fax: 520-626-9095; e-mail: secretariat@mesana.org; web: <http://mesa.arizona.edu/index.html>

2015

- January 2-5 American Historical Association (AHA) Annual Meeting, New York, NY. Theme: *History and the Other Disciplines*. Contact: AHA, 400 A St., SE, Washington, DC 20003; phone: 202-544-2422; fax: 202-544-8307; e-mail: info@historians.org; web: <http://www.historians.org>
- January 3-5 American Economic Association (AEA) Annual Meeting, Boston, MA. Contact: AEA, 2014 Broadway, Suite 305, Nashville, TN 37203; phone: 615-322-2595; fax: 615-343-7590; e-mail: aeainfo@vanderbilt.edu; web: <http://www.vanderbilt.edu/AEA>
- January 8-11 130th Annual Meeting of the Modern Language Association (MLA), Vancouver, British Columbia. Theme: *Negotiating Sites of Memory*. For further information contact: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: 646-576-5000; fax: 646-458-0030; e-mail: convention@mla.org; web: <http://www.mla.org>
- January 8-11 Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Vancouver, British Columbia. Contact: Elizabeth Durst, AATSEEL of US, Inc., University of S. California, 3501 Trousdale Parkway, THH 255L, Los Angeles, CA 90089-4353; phone: 213-740-2734; e-mail: aatseel@usc.edu; web: <http://www.aatseel.org>
- January 16-18 American Political Science Association (APSA) Teaching and Learning Conference, Washington, DC. For further information contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036-1206; phone: 202-483-2512; web: <http://www.apsanet.org>;
- February 18-21 International Studies Association (ISA) 56th Annual Conference, New Orleans, LA. Theme: *Global IR and Regional Worlds: A New Agenda for International Studies*. Contact: International Studies Association, 324 Social Sciences, University of Arizona, Tucson, AZ 85721; phone: 520-621-7754; web: <http://www.isanet.org>
- March 5-7 50th Anniversary Southern Conference on Language Teaching (SCOLT), Atlanta, GA. For additional information contact: David Jahner, Executive Director, PO Box 33615, Decatur, GA 30033; phone: 404-290-1942; e-mail: scoltdj@gmail.com; web: <http://scolt.org/>

—Calendar of Meetings continued from page 9—

- March 12-14 Central States Conference on the Teaching of Foreign Languages (CSCTFL), Minneapolis, MN. Theme: *Learn Languages, Explore Cultures, Transform Lives*. Contact: Patrick Raven, CSC Executive Director, 7141A Ida Red Road, Egg Harbor, WI 54209; phone: 414-405-4645; e-mail: CSCTFL@aol.com; web: <http://www.csctfl.org>
- March 25-28 Teachers of English to Speakers of Other Languages (TESOL) Annual Convention, Toronto, Canada. Theme: *Crossing Borders, Building Bridges*. Contact: TESOL, 1925 Ballenger Avenue, Suite 550, Alexandria, VA 22314; phone: 703-836-0774; fax: 703-836-7864; e-mail: info@tesol.org; web: <http://www.tesol.org/convention2015>
- April 21-25 Association of American Geographers (AAG) Annual Meeting, Chicago, IL. Contact: AAG, 1710 16th St., NW, Washington, DC 20009-3198; phone: 202-234-1450; e-mail: gaia@aag.org; web: <http://www.aag.org>
- May 24-29 National Association of Foreign Student Advisers (NAFSA) Annual Conference, Boston, MA. Theme: *New Horizons in International Education*. Contact: NAFSA: Association of International Educators, 1307 New York Avenue NW, 8th Floor, Washington, DC 20005-4701; phone: 202-737-3699; web: <http://www.nafsa.org>
- June 25 Society for Historians of American Foreign Relations (SHAFR) Annual Meeting, Arlington, VA. For further information visit the web at: <http://shafr.org/conferences/annual>
- July 17-20 American Association of Teachers of Spanish & Portuguese (AATSP) 97th Annual Conference, Denver, CO. For further information: e-mail: corporate@aatsp.org; web: <http://www.aatsp.org>
- July 8-11 American Association of Teachers of French (AATF) Annual Convention, Saguenay, Quebec. Theme: *L'Heritage Français en Amérique*. Contact: Jayne Abrate, Executive Director, AATF, PO Box 2617, Carbondale, IL 62902-2617; phone: 815-310-0490; e-mail: abrate@frenchteachers.org; web: <http://www.frenchteachers.org>
- September 3-6 2015 American Political Science Association (APSA) Annual Meeting, San Francisco, CA. For information about the annual meeting contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; phone: 202-483-2512; web: http://www.apsanet.org/content_9906.cfm

Information for Educators

Please visit the **Council on Foreign Relations** website's portal 'For Educators' at www.cfr.org/educators/ to find Council resources designed and packaged especially for the academic community including modules with teaching notes, event announcements, and information on *Foreign Affairs* resources for professors and students.

Grants/Fellowships/Other Opportunities

Several Fulbright Programs

Fulbright-Hays Seminars Abroad Program: This US Department of Education grant program provides short-term study/travel opportunities abroad for educators in the social sciences and humanities to improve their understanding/knowledge of the people and culture of another country.

All seminars are held in countries outside of Western Europe. The topics of the seminars and host countries vary from year to year; some are designed for faculty from colleges, universities and community colleges; some are designed for public school teachers and/or administrators and supervisors. The program is geared towards those educators with little or no experience in the host country(ies) who demonstrate the need to

develop and enhance their curriculum through this study and travel abroad. There are approximately seven to ten seminars annually with fourteen to sixteen participants in each seminar.

The award includes airfare, room, board, tuition and fees, and program-related travel within the countries. Participants are responsible for a cost share, usually \$450. For additional information and application deadline, contact Michelle Butler at: 202-502-7623; e-mail: michelle.butler@ed.gov; or visit the website: www.ed.gov/programs/iegpssap/index.html

Fulbright Programs Administered by CIES

Core Fulbright Scholar Program: The Core Fulbright Scholar Program sends 800 US faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields. **Application deadline is August of each year.**

Fulbright International Education Administrators Seminar Program: US international education administrators are invited to apply for two week summer seminars in Germany, India, Japan or Korea. The seminars are designed to introduce participants to the society, culture and higher education systems of these countries. **Application deadlines: August 1, 2014—India; November 3, 2014—Japan and Korea; February 2, 2015—Germany and France**

Fulbright Senior Specialists Program: The Fulbright Senior Specialists Program is designed to provide short-term academic opportunities (two- to six-weeks) for US faculty and professionals. Shorter grant lengths give specialists greater flexibility to pursue a grant that works best with their current academic or professional commitments. Specialists roster candidates are limited to one Specialists grant per calendar year. Applications for this Fulbright program are accepted on a rolling basis, and peer review of applications is conducted eight times per year.

For information concerning these Fulbright programs administered by CIES contact: CIES, 3007 Tilden St. NW, Suite 5L, Washington, DC 20008-3009; phone: 202-686-4000; web: http://www.cies.org/us_scholars

WV Humanities Council Grant Deadlines

Major Grants (maximum award \$20,000): February 1 and September 1

Mini Grants (maximum award \$1,500): February 1, April 1, June 1, and October 1

Fellowship Grant (maximum award \$2,500): February 1

For further information and grant guidelines visit the website at <http://www.wvhumanities.org> or write the WV Humanities Council, 1310 Kanawha Boulevard East, Charleston, WV 25301; phone: 304-346-8500

NEH Division of Education Programs

Each year, NEH offers tuition-free opportunities for school, college, and university educators to study a variety of humanities topics. Stipends of \$1,200-\$3,900 help cover expenses for these one- to five-week programs.

Seminars provide teachers with the opportunity to work in collaboration with one or two leading scholars. Participants have access to a major library collection, with time reserved to pursue individual research and study projects. Institutes provide intensive collaborative study of texts, topics, and ideas central to undergraduate teaching in the humanities under the guidance of faculty members distinguished in their fields of scholarship. Institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities. Seminars and institutes are open to all college and university teachers. NEH has *many* other individual as well as institutional opportunities. For more information, deadlines, and application instructions, please visit the website: <http://www.neh.gov/divisions/education/summer-programs>

The Northeast Conference on the Teaching of Foreign Languages (NECTFL)

SANS, Inc/Mead Leadership Fellowship

The Northeast Conference on the Teaching of Foreign Languages (NECTFL) supports individuals in the development of a project that contributes to the foreign language teaching profession. Applications will be accepted for the NECTFL/SANS, Inc./Mead Leadership Fellows Program from schools; colleges or universities; local, state, regional, national organizations.

Recipients will attend the Northeast Conference and will participate in the leadership program. NECTFL will provide: conference registration, three nights lodging, participation in a leadership orientation program and one pre-conference workshop, an invitation to the awards ceremony reception and follow-up mentoring by NECTFL board members and/or designated mentor for recipient's project. Recipients are responsible for: travel costs, meals not listed, incidentals and personal expenses. during the academic year following the conference. **Deadline for application is usually December of each year.** For further information visit the web at: <http://www.nectfl.org/awards-sans-incmead-leadership-fellowships>

The Rockefeller Foundation

One-month residencies at the Bellagio Study Center near Lake Como, Italy, provide the opportunity for work uninterrupted by the usual professional and personal demands. Each year resident scholars, artists, writers, scientists and policymakers are selected as part of a competitive application process. Residents must expect their work to result in publication, exhibition, performance, or other concrete product. **Application deadline is December 1, 2014 for residencies between August 18 and November 26, 2015.** Contact: Rockefeller Foundation, Bellagio Center Office, 420 Fifth Avenue, New York, NY 10018-2702; web: <http://www.rockfound.org/Bellagio-center>

US Holocaust Memorial Museum

The Center for Advanced Holocaust Studies awards fellowships of up to eight months (with a minimum stay of three consecutive months) to support significant writing and research about the Holocaust. Proposals from candidates working on their dissertations, postdoctoral researchers, senior scholars, as well as immediate post-docs and faculty between appointments will be considered. Stipends range up to \$3,500 per month. Fellows are responsible for securing their own housing accommodations and health insurance. **Application deadline is November 30, 2014.** For additional information contact: US Holocaust Memorial Museum, 100 Raoul Wallenberg Place, SW, Washington, DC 20024-2126; phone: 202-488-0400; web: <http://www.ushmm.org/research/center/fellowship/>

Professional Development in International Business—India

The program is designed for professional and faculty interested in pursuing their interests in the Indian business environment. Despite the global slowdown, the economy is still expanding faster than most other countries. Participants will experience first hand how multinationals and leading Indian companies are riding the downfall, while simultaneously reshaping the Indian business environment. The program will take place in Delhi, Agra, Bangalore, and Mumbai. During the trip participants will visit top multinational companies and historical sites that have shaped the culture of India. **Date: January 3-10, 2015. Cost: \$3,900** for single occupancy. **\$2,900** for double occupancy if there are other participants who wish to share hotel accommodations. Sponsored by Florida International University. For additional information visit the website at: <http://ciber.fiu.edu/pdibindia15.php>

More Opportunities for Faculty

Opportunities in Germany

DAAD: Group Study Visits to Germany

DAAD supports visits to Germany by groups of college and university students accompanied by a faculty member. The visit is intended to increase knowledge of, and familiarity with specific academic, scientific, or cultural subjects and/or institutions in Germany. The group should consist of 10-15 students. Participants may be drawn from more than one institution. Fluency in German is not required, but it is highly desirable. The proposed program should have a meaningful relationship to the curriculum pursued at the home institution. DAAD will provide a small daily subsidy to each student and the faculty member. **Deadlines: November 1 (for trips beginning between March 1 and June 1 of the following year); February 1 (for trips beginning between June 1 and September 1 of the same year); May 1 (for trips beginning no earlier than September 1 of the same year).** For further information contact: DAAD, 871 United Nations Plaza, New York, NY 10017-1814; phone: 212-758-3223; fax: 212-755-5780; e-mail: daadny@daad.org; web: <http://www.daad.org/?p=47777>

DAAD Faculty Research Visit Grant

DAAD offers grants for one- to three-months in all academic disciplines to scholars at US and Canadian institutions of higher education to pursue research at universities, libraries, archives, institutes or laboratories in Germany. Applicants must be citizens or permanent residents of the United States or Canada. **Application must be postmarked by October 15, 2014.** For additional information contact: DAAD, 871 United Nations Plaza, New York, NY 10017; phone: 212-758-3223; e-mail: niethammer@daad.org; web: <http://www.daad.org/?p=researchvisit>

Berlin Program for Advanced German and European Studies

The Berlin Program for Advanced German and European Studies offers up to one-year fellowships at the Freie Universität Berlin to scholars in all social science and humanities disciplines. The Berlin Program fellowships are awarded for doctoral dissertation field research as well as post-doctoral research. **Application deadline: December 1, 2014.** For further information and to download an application form, visit the web at: <http://userpage.fu-berlin.de/~bprogram/>

West African Research Opportunity

West African Research Association (WARA) Post-Doctoral Fellowship Competition

Awardees will conduct research for a two to three-month period in order to 1) complete or elaborate upon an earlier project; 2) initiate a new research project; or 3) enhance their understanding of a particular topic in order to improve teaching effectiveness or broaden course offerings. Funded through the Bureau of Educational and Cultural Affairs of the US State Department, this competition is open to US citizens already holding a PhD. All applicants must have been affiliated with an institution of higher education or research within the last three years. In the past, each fellowship has provided round trip travel to a West African country and a stipend of up to \$3,500. **Applications deadline: February 1, 2015.** Contact: WARA, African Studies Center, Boston University, 232 Bay State Road, Boston, MA 02215; phone: 617-353-8902; fax: 617-353-4975; e-mail: wara@bu.edu; web: <http://www.bu.edu/wara/fellowship/post-doctoral-fellowships/>

CIEE International Faculty Development Seminars

The Council on International Exchange (CIEE) provides a series of overseas seminars designed to support academic institutions in their commitment toward internationalizing curricula. Hosted by prestigious academic institutions abroad, the seminars provide short-term, intensive overseas experience for faculty and administrators. Application deadline is usually in March for spring and summer seminars. For further information, or to apply online, visit the CIEE website at: <http://www.ciee.org/ifds>

Ninety-Two Educators Complete WVU-Guanajuato Exchange Since 2002



West Virginia's FACDIS members and other educators are invited to participate in a low-cost exchange program in the UNESCO Heritage City of Guanajuato, Mexico, in 2015, through the 14th Annual West Virginia University language and cultural exchange. Ninety-two faculty, staff, and high school teachers have completed the exchange since 2002.

WVU's International Programs and Intensive English Program coordinate the exchange in Guanajuato, a city in central Mexico known for its music and history. WVU's coordinators are George M. Lies,

Grants and Special Programs, International Programs; and Stacy Fint, Director, Intensive English Program in World Languages, Literatures, and Linguistics.

This exchange is open to eligible West Virginia professors, administrative staff, and WV teachers. Last year WVU's International Programs sent a West Virginia Tech international programs officer, a WVU history professor doing research, and a Charleston high school Spanish teacher. West Virginia applicants do not need previous training in Spanish.

Guanajuato University offers two 4-week programs next summer. Programs are set for either June 1-26 or June 29-July 24, 2015. The advance registration deadline is December 15, 2014. Applicants should reserve a placement in advance since the exchange is limited to six persons each summer.

Travel costs are involved in the summer program. There are not any instructional fees. Applicants do need to submit a \$150 deposit payable to "WVU" towards a \$350 program fee and \$75 for insurance. Participants also need to pay on their own for roundtrip airfare, immunizations, tours, and personal or incidental expenses.

Many previous participants received funding from a school district or a department for professional development. The exchange agreement provides many other program costs valued at \$1,550 per person, covering orientation, welcome events, airport shuttle, lodging and meals during weekdays.

For information, contact International Programs by email George.Lies@mail.wvu.edu or phone (304) 293-7240. Webpage: <http://internationalprograms.wvu.edu/faculty-staff>

This educators' exchange is part of WVU's longstanding agreement of 24 years with the University of Guanajuato (webpage is www.ugto.mx/) The UGTO language school provides an entry test to place participants at the levels of beginner, intermediate or advanced; and, participants may also take courses in Mexican history, cuisine, crafts, ceramics, and dance at www.lenguas.ugto.mx/

*Article submitted by George M. Lies
International Programs
West Virginia University*

Study Abroad Support for Students

If you have students interested in study abroad, please share the following information with them!

NSEP: The National Security Education Program (NSEP) funds US students to study non-West European languages and world regions critical to national security. Each year NSEP funds outstanding American undergraduate and graduate students to study the languages and cultures of Africa, Asia, Central and Eastern Europe, Eurasia, Latin America and the Caribbean, and the Middle East. NSEP is unique among federal international education programs in that it includes a requirement that its award recipients seek employment with an agency or office of the federal government involved in national security affairs. Applications are available August-December. **IIE/NSEP Deadline: February 4, 2015.** For an on-line application, visit the web at: <http://www.borenawards.org>; e-mail: boren@iie.org; phone: 1-800-618-NSEP.

Gilman International Scholarship Program: This program offers a competition for awards to study abroad for U.S. citizen undergraduate students who are **receiving federal Pell Grant funding** at a two-year or four-year college or university. The Gilman Scholarship Program provides opportunities for study abroad for students whose demonstrated financial need might otherwise preclude them from this experience. **Application deadlines are October and March.** For further information concerning this scholarship, contact the Gilman International Scholar Program, Institute of International Education, 1800 West Loop South, Suite 250, Houston, TX 77027-9407; web: <http://www.iie.org/gilman>; e-mail: gilman@iie.org.

Blakemore Foundation Grants for Advanced Study of Asian Languages: Blakemore Freeman Fellowships fund one full year of advanced study of an Asian language in Asia for American citizens and permanent residents of the US who have a college degree and who plan to use an Asian language in their careers. **Application deadline: December 30, 2014.** For information and an on-line application, visit the web at: <http://www.blakemorefoundation.org>

Are you planning a study abroad program?

Each year FACDIS publicizes all West Virginia faculty-led study abroad options that we can discover. If we have enough responses to our inquiry for information concerning your study abroad trips, we will produce our annual flyer. If not, as always, we will put the information on our website and include information in the *FACDIS Newsletter* as appropriate. If you are planning a study abroad trip, or know about such trips, please let the FACDIS office know by e-mailing all pertinent information (destination, date, approximate cost, contact information) to: snestor@wvu.edu.

Plan to Celebrate International Education Week November 17-21, 2014



International Education Week is an opportunity to celebrate the benefits of international education and exchange worldwide. This joint initiative of the U.S. Department of State and the U.S. Department of Education is part of efforts to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences in the United States. The Bureau of Educational and Cultural Affairs encourages you to set aside a week to celebrate and promote international education. Promotional resources can be found on their website at: <http://eca.state.gov/programs-initiatives/international-education-week/>



Editor: Gretchen Peterec

FACDIS
Department of Political Science
West Virginia University
PO Box 6317
Morgantown, WV 26506-6317

Phone: 304-293-7140
Fax: 304-293-8644

We're on the web!
www.facdis.wvu.edu/

FACDIS Office:

Dr. Jack L. Hammersmith, Director
E-mail: jhammer@wvu.edu

Gretchen Peterec, Assistant Director
E-mail: gretchen.peterec@mail.wvu.edu

Sharon Nestor, Secretary
E-mail: snestor@wvu.edu

Dr. Sophia Peterson, Professor Emerita and Founding Director
E-mail: wvusophia@gmail.com

Gretchen Peterec, FACDIS
Department of Political Science
West Virginia University
PO Box 6317
Morgantown, WV 26506-6317

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