



Thirty-Second Annual FACDIS Workshops

Global Crises, 2012

November 1-2, 2012 (Thursday-Friday)

Lakeview Resort and Conference Center, Morgantown, WV

All FACDIS faculty should now have received a packet of “start of the year” information which, in addition to travel grant applications and a catalog of new a-v resources, includes preliminary information on our annual two-day November workshops: Thursday and Friday, November 1-2. Prominent academics and professionals have been selected to lead workshop sessions on various world crises:

- *The Dynamics of Violence and Human Rights in Latin America*: John Dinges, Columbia University
- *Youth and Transformation: How Young People Are Grappling with Change in Eastern Europe, East Asia, and the Arab World*: John Feffer, Institute for Policy Studies
- *Energy, Resources, and Crisis*: Toby C. Jones, Rutgers University
- *It's All About Economics!*: Karl Kaltenthaler, The University of Akron

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 1-2**. Registration information and a preliminary program will be mailed electronically to faculty in mid-September with an **October 1** deadline. Please call us immediately if you do not receive these mailings.

After the Institutional Representatives selected this theme for 2012, Jack Hammersmith has been working to select the four speakers who will address these topics. 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!

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Special points of interest:

- Annual FACDIS Workshops
November 1-2, 2012

REMINDER:

Travel Grant applications are due in the
FACDIS Office by
October 1, 2012



FACDIS International Studies Summer Institute for Teachers *The Battlefield and Beyond: The Many Dimensions of War*



James Siekmeier, West Virginia University

Thirty-six public school teachers met at Blackwater Falls State Park, June 24-29, to expand teachers' knowledge of wars, especially those involving the United States. The institute explored many of the most significant wars in American history, starting with a fresh look at the Civil War, which was then complemented by units on World War II, Korea, Vietnam and even "small wars," particularly in Latin America. The institute was designed to provide practical information and hands-on instruction in how to teach select curriculum-based units on America's various wars more effectively. Teachers received three hours of graduate credit, free lodging and meals, and teaching resource materials.

A highly talented faculty made presentations during the five-day institute. They included three West Virginia University history professors: **Elizabeth Fones-Wolf**, a World War II expert; **Aaron Sheehan-Dean**, a Civil War historian; and **James Siekmeier**, a Latin American studies professor and researcher. 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 developing the unit on the Korea War and in providing invaluable pedagogical suggestions during the week.



Tom Collins, retired director, Project LINKS



L-R: Jack Hammersmith, FACDIS Director, and Larry Schwab, Vietnam veteran

His own years in the classroom plus uncounted workshops in which he estimates he has made presentations on various aspects of global education in 48 states to more than 50,000 individuals brought universal praise from the participating teachers for their practicality and good sense.



Elizabeth Fones-Wolf, West Virginia University

Teachers were eligible for three hours of graduate 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.

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 better to integrate 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.



Aaron Sheehan-Dean, West Virginia University



Reflections of Bahrain

By Lisa DeFrank-Cole, Director of Leadership Studies, West Virginia University

Below is a reflection on my experience in Bahrain. It was actually published on the Fikra Forum Blog on July 5, 2012. Fikra (the term means "discussion" in Arabic) is a policy dialog. I was invited to submit it based on the request of one of the scholars I met in Washington, DC, during the 2012 Scholar-Diplomat Program, David Pollock, from The Washington Institute.



Lisa DeFrank-Cole (center) with students

Just back from teaching a three-week, three-credit course at a women's university in Bahrain, I am reflecting on my past experiences there—prior to the Arab Uprisings—and presently. I was fortunate to receive a Fulbright Specialist grant through the U.S. State Department to fund this experience. I should note that these reflections are mine alone and do not reflect the position of the Fulbright Commission in any way. Though I have been to the country only four times, I can see some stark differences between this trip and my previous visits. I was not able to go to Bahrain in 2011, but I had been there in 2009 and 2010.

In 2010, the last time I taught my course, I had no idea which students in my class were Shia or Sunni. Some of the young women chose to cover with anabaya and hijab, others did not and that was the only difference I saw. This time, it was disturbingly obvious. There was not a difference in their

appearance or speech or how they treated me as the professor. The difference was clearly how students interacted (or did not interact) with one another.

At the beginning of the course, I thought it was mere friendships or "cliques" that separated students in the classroom. As an American professor, I have seen this happen many times with U.S. students—people who know one another typically sit together. However, my Arab students' soft protests to mixed-student group-work was more pronounced than is typical in my American classroom.

Since half my students were from Bahrain and the other half from Saudi Arabia, I thought perhaps friendships were developed along country lines, however that hypothesis proved false as well. A few days into the course, it became apparent to me why students were sitting on different sides of the room. The women who are Shia were sitting on one side of the room, and the women who are Sunni were sitting on the other. This type of separation did not occur in my classroom two years ago—or at least it was not apparent to me.

As part of our class discussion on leadership, we would talk about race, class and gender and the implications for society. Being an "outsider," I asked students for their understanding of what happened during the Arab Uprising in Bahrain—and how it continued to the present day. While none of the students wanted to discuss it openly in the classroom, separately, each group shared its interpretation. It was surprising—some of the gross generalizations that were held as "fact." When I challenged the young women on their assumptions by saying: "do you really believe that the other students in THIS class would do that?" they were not sure how to respond.

The course I teach goes beyond the typical college classroom. I try to foster interaction after class by inviting students to have dinner with me, going to the theater or to the mall, for example. By interacting with such frequency, we learn a lot more about each other's cultures than we would if we were only talking in the classroom. Because I wanted all the students to interact with me, it forced the students to come together in a way in which they were not accustomed to in the classroom. I was eager to know each of them, and the students were curious to know more about me—an American woman.



—Reflections of Bahrain continued from page 3—

What I thought was remarkable was in the last week of the course, two different Bahraini students invited our entire class to their homes for dinner. Though only one dinner was able to accommodate all of us in the course, it was such a positive and heartfelt move on the part of the students to both invite and attend the event, that I was overwhelmed. Having students, who sat on opposite sides of the classroom, come together and share a meal was more important to me than any other lesson on mutual understanding that I could teach in a course.

While composing this reflection, I kept thinking about the question of whether or not negotiations between Bahraini leaders and the opposition would be able to move forward. What has occurred to me is that the larger talks between leaders may be less important on the path to common ground than the discussions between individuals. Person to person diplomacy, where one individual listens with care and concern to another individual, could have more impact. I believe this type of interaction reflects the Fulbright mission. I also think this type of followership, as a grass-roots level of negotiation, may be more beneficial than waiting for a decree from a leader who has position power to possibly solve the problems.

WVU professor travels to Uganda

In July 2012, **Cyane Loyle**, West Virginia University, traveled to Uganda to conduct field research for a new project which addresses the decision of governments to implement transitional justice processes, such as trials, truth commissions and amnesties, during ongoing armed conflict. Supported by an Eberly College of Arts and Sciences “mini-grant” for promising faculty research, Loyle investigated the creation and implementation of Uganda’s 2000 Amnesty Act. Amnesty was pursued in Uganda after over a decade of violence in the north of the country that led to the displacement of more than 200,000 people. The Act was an attempt by the Museveni government to draw members of the rebel group, the Lord’s Resistance Army (LRA), out of the bush and to the negotiating table. While it was considered a great success in its early years, today the Amnesty Act is seen as a barrier to holding members of the LRA responsible for their crimes.

As part of this research Loyle interviewed Ugandan government officials, civil society members, international donors and academics who were involved in the decision to choose Amnesty in 2000. Her questions focused on the reason that amnesty was selected over other options such as a stronger military offensive. She also focused on the role of religious leaders in lobbying the government for a more reconciliatory approach to the conflict. Loyle spent five weeks in Uganda focusing her research in the capitol, Kampala, and in the Gulu region of Northern Uganda. In addition to completing this research, Loyle met with local civil society organizations in Northern Uganda to discuss possible internship placements for WVU students in the International Studies program.

Fairmont State University receives grant to host film festival

Fairmont State University is the first West Virginia recipient of a grant to host the Tournées Film Festival, held annually at universities nationwide since 2004. Six French language films have been selected for free weekly screenings from October 4 – November 12, 2012 on the FSU campus in Conference Room I (Falcon Center) and Multimedia A (Library).

The films are: *Les contes de la nuit* (Tales of the Night) directed by Michel Ocelot, *Le gamin au vélo* (The Kid with a Bike) directed by Jean-Pierre and Luc Dardenne, *La grotte des rêves perdus* (Cave of Forgotten Dreams) directed by Werner Herzog, *Film Socialisme* (Film Socialism) directed by Jean-Luc Godard, *Les plages d’Agnès* (The Beaches of Agnes) directed by Agnes Varda, and *Un homme qui crie* (A Screaming Man) directed by Mahamat-Saleh Haroun. The Festival explores diverse subject matter in many formats, including drama, documentary, and animation.

Dr. Erin Hippolyte, Associate Professor of French and director of the Festival on campus, says that she is “seeking now to participate in the Tournées Festival because it is an event with history and context, a quality selection of films, and a mission to bring French-language culture to the public via institutions of higher education. The Festival will also fit in with other efforts to internationalize our campus and community.”

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For students, the Festival is an opportunity to connect ideas inside and outside the classroom, for example in the Honors Program and in other French courses, like Caribbean Literature and Francophone Film, but also in Education, Political Science, History, and Art. According to Dr. Hippolyte, "I selected films with interdisciplinary connections in mind, in other words, while asking myself what works best for our community. We are interested in the fact that French-language culture is relevant to our times and to a diverse audience."

Admission is free and open to the public. Fairmont State University encourages anyone interested to attend. A programming guide is available with film descriptions, and a LibGuide at: <http://guides.library.fairmontstate.edu/tournees>

For more information, contact Dr. Hippolyte at Erin.Hippolyte@fairmontstate.edu or (304)367-4598.

Sponsored by: Cultural Services of the French Embassy in the U.S., Centre National de la Cinématographie et de l'Image Animée, Florence Gould Foundation, CampusFrance, and Highbrow Entertainment

Information provided by Erin Hippolyte

News and Notes

Darrin Cox, West Liberty University, was the recipient of a Professional Development Schools Mini Grant 2011-2012, for the continuation of the Viking Living History Project. He also published a book *Aristocratic Masculinity in France (1450-1550): From Knight to Courtier*. Lewiston, NY: The Edwin Mellen Press, 2012, as well as an article "Living History—A New Kind of Social Science Field Experience," in *Field Experience Journal*, Spring 2012.

Ann Gaudino, West Liberty University, founded and serves as editor for *The Excellence in Education Journal* (www.excellenceineducationjournal.org), an open access, refereed, online journal that promotes and disseminates international scholarly writing about excellent practices in all aspects of education. See the website for submission guidelines for authors. Next call for papers: December 2012.

Evelyn Harris, retired University of Charleston political science professor, died this summer. She was 90. Harris was a loyal and active FACDIS participant from the start.

Daniel Holbrook, Marshall University, was selected Marshall University's Charles E. Hedrick Outstanding Faculty Award winner for 2011-2012.

Cyanne E. Loyle, West Virginia University, was awarded a National Science Foundation grant for her project "Strategic Justice During Civil Conflict." This grant will allow her to build a global, cross-national dataset on the presence of transitional justice during armed conflict from 1946 through 2012. The two-year project will collect data on trials, truth commissions, amnesties, reparations, exiles and purges.

José L. Morillo, Marshall University, published an article entitled "Memory and Legacy of the Madrilenian Movement," in *Ojancano, Spanish Literary Magazine*,

University of Georgia at Athens. (41: April 2012) (pp. 23-39). In addition, he delivered two papers: *75th Anniversary of the Spanish Civil War: Past and Present* at the 65th Annual Kentucky Foreign Language Conference, Lexington, Kentucky, April, 19-21, 2012 and *Cinema and the Spanish Political Transition* at the 32nd Cincinnati Conference on Romance Languages & Literature, Cincinnati, Ohio, May 3-5, 2012.

Jan Rezek, West Virginia University Institute of Technology, was awarded the 2012 Wilma K. Dykeman post-doctoral fellowship award from the Appalachian Studies Association and the Humanities Council.

Joseph Robbins, Shepherd University, co-authored a paper (with Dennis Patterson) that was published in the *Taiwan Journal of Democracy* (v. 8, n. 1, July 2012: pp 119-144). The paper is entitled "Party Competition, Nomination Errors, and the Electoral Decline of the Japan Socialist Party." He co-authored a second paper (with Mikhail Rybalko) that is in press at the *Journal of East European and Asian Studies*. The paper is titled "Party Development in a Hegemonic Party System: An Analysis of Russia's Regions."

Jeffrey Rutherford, Wheeling Jesuit University, was presented with the Rev. Edward Gannon, S.J., Outstanding Teaching Award. Honoring Rutherford for his teaching, research and mentorship of students, the award represents the highest honor available to WJU faculty.

Shepherd University's Chapter of Pi Sigma Alpha (the political science honor society) was named one of the nation's Best Chapters and received a monetary award for this recognition.

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—News and Notes continued from page 5—

Donley Studlar, West Virginia University, participated in the International Political Science Association (IPSA) in Madrid, Spain, July 7-12, 2012. He served in several capacities, including being co-organizer of a workshop on Electoral Integrity, presenting a paper on comparative morality policy in Europe, and chairing and discussing papers on these topics. He also was chosen to be on the Executive Committee of the Research Committee on Comparative Public Policy of IPSA.

Mark Tauger, West Virginia University, gave a paper on the *Soviet Green Revolution* at the Second International Workshop on Lysenkoism, held in Vienna, Austria, in June 2012. It was sponsored by the National Science Foundation.

West Liberty University now has a Chinese Club. **Ann Gaudino** and **Susan Herrick** are faculty sponsors of this club, the purpose of which is to create understanding of Chinese culture. Their Chinese students will be teaching other West Liberty students calligraphy, Mandarin, Tai Chi, and occasionally Chinese cuisine.

West Virginia State University's Geri Olympics program is again expanding its international presence. **Ted Muilenburg**, WVSU associate professor of Health, Human Performance and Leisure Studies, and Mr. Bill Woodrum, associate dean of the WVSU Extension Service, were invited to present at the World Congress on Active Aging August 13-17, 2012, in Glasgow. The Glasgow conference is not the first time Geri Olympics has gone international. WVSU signed a memorandum of understanding with Charles University in Prague, Czech Republic, in 2004. From that agreement the international Geri Olympics was established as a joint venture.

Kenneth Yount, Alderson-Broaddus College, was named Outstanding Faculty Member of the Year by Alderson-Broaddus College at commencement and gave the opening convocation address to the student body and faculty in late August. Yount is currently in Salzburg, Austria, leading the Alderson-Broaddus Semester in Europe program for the fall semester.

FACDIS Faculty Reports

Scholar-Diplomat Program: Arab Spring or American Autumn? The Changing Role of the United States in the Middle East, April 11-13, 2012

Meeting: Reports on the Usefulness of the 2012 Scholar-Diplomat Program

Faculty Member: **Gerald Beller**, Department of Political Science, West Virginia State University

I am currently teaching a course on the Arab Middle East, and immediately upon my return, I found it very useful to bring the politics of the region up to date based on what I learned from the experience. Especially useful was Marc Lynch's analytical framework when putting the Arab uprising into perspective. I will make use of notes and readings given to us in future courses in International Relations and Comparative Politics. It may be noted in this respect that I recently presented an analysis of the ethics and history of "humanitarian intervention" which will be included in part of a new course next fall on Ethics and Politics. The Scholar-Diplomat Program will provide much useful background for a case study in that course focused upon various forms of intervention by the United States in the Arab Middle East in the wake of the Arab uprising. I expect to contrast the interventions in Libya, Egypt, and Syria to draw contrasts on how ethical dilemmas present themselves differently in different circumstances. This background will also provide a useful module within the two courses in International Relations which I will teach next fall.

It also seems relevant to mention a paper I am preparing on Hannah Arendt's theory of action with respect to understanding the dynamics of the purported "Arab Spring." I will present this paper at the American Political Science Association annual conference in late August in New Orleans. What I learned in this program stimulated a number of different avenues I intend to pursue in the paper, especially with respect to what March Lynch calls a new Arab Public Sphere, and the building up of a multi-perspectival of public action made possible by social media. I have learned much from the program about the limits of too much emphasis on social media to explain events in the Middle East, but I also feel that the significance of the new media's ability to expand an audience and bring in new participants is something that deserves detailed examination. Interestingly, this builds upon some material gained from the Middle East workshop that I was a part of at the last FACDIS meeting.

Again, I found this a very useful experience, and it has greatly enriched possibilities for my own teaching and research well into the future.



Faculty Member: **Kwame Agyenim-Boateng**, Department of Political Science, West Virginia Wesleyan College

As usual I have already integrated some of the materials presented at the 2012 Scholar-Diplomat Program into some of my classes. I have already discussed and made copies of some of the materials for my classes. I always try to help them to understand why and how great nations go about gathering information to keep their influence. Some of the important topics and issues will be adopted in Fall 2012. There are so many international issues such as democracy, capitalism and the rule of law including freedom of press that the United States would like to see in other countries. Some of the materials have or will be discussed in my Model United Nations, International Law, Human Rights, Comparative Developing State, Introduction to Political Science and International Relation classes. There will be specific role-play in the Model United Nations that will include wars and alliances and diplomacy.

Further, the United States is the super power now, and China and India as emerging great powers seem to be everywhere in global politics. It is diplomacy that the U.S. can deal with many other countries. I hope to use most of the materials in my other classes too such as Contemporary International Issues and Conflict Resolution and Management.

In conclusion, I want to state with certainty that the materials and notes brought from the 2012 Scholar-Diplomat Program have already been and/or will continue to be integrated into my classes. As usual, the program is excellent with excellent speakers. Keep up the good work.

Faculty Member: **William Mallory**, Department of English, West Virginia Wesleyan College

As suggested in my application, I plan to infuse much of the material gained from this program into the initial weeks of my upper-level Modern Middle East Fiction honors literature course this coming fall semester, 2012. Since we encountered so many excellent presentations about different countries in the region, I plan to begin my course by focusing on basic geography and politics to familiarize students with the various countries in the region and then try to understand the numerous expressions of revolution and revolt that are associated with the "Arab Spring." Discussion will probably echo one of the Egyptian banners—"Revolution 2.0 to be continued" posted on YouTube and will place our understanding of these very diverse "revolutions" beside more recent events in the region since the 2012 FACDIS program.

The early weeks of my course will draw upon material offered by presenters from the FACDIS program. For example, Thomas Carothers in his presentation at the Carnegie Endowment pointed out that each Arab country took a different path, and then he quickly itemized how six or seven countries answered the call for change in widely different ways. Up-to-date information on the situation in Syria will draw upon material and blogs by Marc Lynch from the Elliott School of International Affairs at George Washington University. And numerous details gleaned from Thomas Lippman's presentation at the Middle East Institute will certainly enlighten us about Saudi Arabia.

I have in mind specific literary selections that focus on political change and are good possibilities to use in this section of the course as well. They include a novel by Leila Aboulela entitled *Minaret* where the main character, a teenage daughter of a powerful Sudanese government minister, leaves the country during a political coup and ends up relocating in the most famous of world capitals—London—where she becomes a nanny. The author focuses not only on the adjustments the main character makes, but also on how she finds herself reaching out more and more towards her (estranged) cultural roots, and how she discovers increasing solace in her Muslim faith. (A second novel, *In Praise of Hatred* by Khaled Khalifa, will not be available in English until late summer, but it does take place in the country of Syria where Al Asad is putting down an insurrection after a failed assassination attempt--in the 1980s—history repeating itself?) Either or both of these works will play off the wealth of material gleaned from this FACDIS program.

This section of the course with its grounding in the basic geography and political material from the FACDIS 2012 program will undoubtedly enrich seminar discussions for the remainder of the semester. We will seek to uncover roots that have led to the unrest across the Middle East region by exploring such themes as sexuality and gender issues, socio-economic concerns and basic differences between the Middle Eastern and the Western mindset. Novels by such authors as Naguib Mahfouz, Orhan Pamuk, Emil Habiby, Sahar Khalifeh, Amos Oz, Nawal El Saadawi, Elif Shafak, Tahar Ben Jelloun and Alaa Al Aswany will provide the basis for these discussions.



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, 2013. Please find application for travel support in the recent mailing sent to all FACDIS faculty. Deadline for receipt of the travel application is **October 1, 2012**.

2012

- October 4-6 35th Annual Global Studies Conference, University of Nebraska, Omaha. Theme: *Global Food Security*. 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>
- October 4-6 37th 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 11-13 30th Annual Meeting of Association of Third World Studies (ATWS), Rome, Georgia. Theme: *Winds of Change: Crisis and Critique in the Third World*. 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: wpederso@lsus.edu; web: <http://itc.gsw.edu/atws/>
- October 11-14 41st Annual Conference on South Asia will be held at the Madison Concourse Hotel and Governor's Club, Madison, WI. For further information phone: 608-262-4884 or e-mail conference @southasia.wisc.edu; web: <http://southasiaconference.wisc.edu>
- October 18-20 Fourth International Conference on Language Immersion Education, St. Paul, MN. Theme: *Immersion 2012: Bridging Contexts for a Multilingual World*. For more information visit the website at: <http://www.carla.umn.edu/conferences/index.html>; e-mail: Carla@umn.edu
- October 19-21 Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS), Fall Meeting, Valle Crucis, NC. For further information contact: John Parcels, SERMEISS, PO Box 8023, Georgia Southern University, Statesboro, GA 30460; phone: 912-764-9802; e-mail: sermeiss@georgiasouthern.edu; web: <http://academics.georgiasouthern.edu/sermeiss/future.htm>
- November 2-4 41st Annual Meeting of the Mid-Atlantic Region of the Association for Asian Studies (MARAAS), West Chester University of Pennsylvania. Theme: *(Re)Defining Asia*. Website: <http://www.maraas.org>
- November 13-14 66th Annual Conference, Middle East Institute (MEI), Washington, DC. Theme: *New Horizons, New Challenges: The Middle East in 2013*. 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.mideasti.org>
- November 14-17 Region VIII 2012 Conference: National Association of Foreign Student Advisers (NAFSA). Alexandria, VA; web: <http://www.nafsa.org/nafsaregions/default.aspx>
- November 15-18 44th National Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES), New Orleans, LA. 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 15-18 32nd 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 16-18 Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), Philadelphia, PA Theme: *Many Languages: One United Voice*. For further information contact: ACTFL, 1001 N. Fairfax St., Suite 200, Alexandria, VA 22314; phone: 703-894-2900; fax: 703-894-2905; e-mail: headquarters@actfl.org; web: <http://www.actfl.org>
- November 16-18 American Association of Teachers of German (AATG) 2012 Conference, Philadelphia, PA. For further information contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; phone: 856-795-5553; fax: 856-795-9398; e-mail: headquarters@aatg.org; web: <http://www.aatg.org>
- November 17-20 46th Annual Meeting of Middle East Studies Association (MESA), Denver, CO. 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: SBS-MESA@email.arizona.edu; web: <http://www.mesana.org>
- November 29-December 1 55th Meeting of the African Studies Association (ASA), Philadelphia, PA. Theme: *Research Frontiers in the Study of Africa*. 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>

2013

- January 3-6 128th Annual Meeting of the Modern Language Association (MLA), Boston, MA. 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 3-6 Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Boston, MA. 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 3-6 127th American Historical Association (AHA) Annual Meeting, New Orleans, LA. Theme: *Lives, Places, Stories*. 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 4-6 American Economic Association (AEA) Annual Meeting, San Diego, CA. 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>
- February 8-10 American Political Science Association (APSA) Teaching and Learning Conference, Long Beach, CA. For further information contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; phone: 202-483-2512; web: <http://www.apsanet.org>; e-mail: apsa@apsanet.org
- March 7-10 Northeast Conference on Teaching of Foreign Languages (NECTFL), Baltimore, MD. Contact: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; phone: 717-245-1977; e-mail: nectfl@dickinson.edu; web: <http://nectfl.net/index.html>



—Calendar of Meetings continued from page 9—

- March 14-16 Central States Conference on the Teaching of Foreign Languages (CSCTFL), Columbus, OH. Contact: Patrick Raven, CSC Executive Director, PO Box 251, Milwaukee, WI 53201-0251; phone: 414-405-4645; fax: 414-276-4650; e-mail CSCTFL@aol.com; web: <http://www.csctfl.org>
- March 20-23 Teachers of English to Speakers of Other Languages (TESOL) 46th Annual Convention, Dallas, TX. Theme: *Harmonizing Language, Heritage & Culture*. Contact: TESOL, 1925 Ballenger Avenue, Suite 550, Alexandria, VA 22314; phone: 888-547-3369; fax: 703-836-7864; e-mail: info@tesol.org; web: <http://www.tesol.org>
- April 3-6 International Studies Association (ISA) 54th Annual Conference, San Francisco, CA. Theme: *The Politics of International Diffusion: Regional and Global Dimensions*. Contact: ISA, 324 Social Sciences, University of Arizona, Tucson, AZ 85721; phone: 520-477-2050; e-mail: isa@isanet.org; web:http://www.isanet.org/annual_convention
- April 9-13 Association of American Geographers (AAG) Annual Meeting, Los Angeles, CA. Contact: AAG, 1710 16th St., NW, Washington, DC 20009-3198; phone: 202-234-1450; e-mail: gaia@aag.org; web: <http://www.aag.org>
- April 11-13 Southern Conference on Language Teaching (SCOLT), Birmingham, AL. Theme: *World Language Learning: Setting the Global Standard*. For additional information contact: David Jahner, Executive Director, PO Box 33615, Decatur, GA 30033; phone: 678-301-7027; e-mail: scoldj@gmail.com; web: <http://www.scolt.webnode.com>
- June 20-22 Society for Historians of American Foreign Relations (SHAFR) Annual Meeting, Arlington, VA. For further information visit the web at: <http://shafr.org>
- July 8-11 American Association of Teachers of Spanish & Portuguese (AATSP) 95th Annual Conference, San Antonio, TX. Theme: *Building Bridges to the Future: Innovation, Technology, Advocacy*. For further information: e-mail: corporate@aatsp.org; web: <http://www.aatsp.org>
- July 11-14 American Association of Teachers of French (AATF) Annual Convention, Providence, RI. Contact: Jayne Abrate, Executive Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901; phone: 618-453-5731; fax: 618-453-5733; e-mail: abrate@siu.edu; web: <http://www.frenchteachers.org>
- August 29-September 1 2013 American Political Science Association (APSA) Annual Meeting, Chicago, IL. 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>

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. This summer one seminar, four to six weeks in duration, will be in China, with fourteen to sixteen participants.

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. **Application deadline is December 10, 2012.** For more information contact Carly Borgmeier at: 202-502-7691; e-mail: carly.borgmeier@ed.gov; web: www.ed.gov/programs/iegpsap/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 usually August of each year.**

Fulbright International Education Administrators Seminar Program: US international education administrators are invited to apply for two to three 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: November 1, 2012—Japan and Korea; February 1, 2013—Germany, France and United Kingdom.**

Fulbright German Studies Seminar Program: A two-week annual Fulbright seminar is held in Germany. Theme: *Berlin: Where Cultures Meet and Challenges Abound*. **Deadline: October 15, 2012.**

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): September 1 and February 1

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

All NEH programs, especially the summer seminars and institutes, call for a focus on important texts and topics in the humanities. 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. **Deadline for summer seminars and institutes is usually early March.** NEH has *many* other individual as well as institutional grant opportunities, so explore the web: <http://www.neh.gov>

NECTFL/Mead Leadership Fellowship

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

Recipients will attend the 2013 Northeast Conference and will participate in the leadership program. NECTFL will provide: conference registration, three night's lodging, participation on Thursday in a leadership orientation program and one pre-conference workshop, an invitation to the Friday Chair's Reception and follow-up mentoring by NECTFL board members and state association leaders. Recipients are responsible for: travel costs, meals not listed, incidentals and personal expenses, a specific plan of action, conceived through activities at the conference and developed following the conference in cooperation with assigned mentors. A two-page outline of the plan of action must be submitted to NECTFL and the state association within six weeks of the end of the conference. The plan of action will then be carried out during the academic year following the conference. **Deadline for applications: December 7, 2012.** For further information visit the web at: <http://www.nectfl.org/scholarships.html>

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 November 30, 2012 for residencies between August 19 and November 29, 2013.** Contact: Rockefeller Foundation, Bellagio Center Office, 420 Fifth Avenue, New York, NY 10018-2702; e-mail: bellagio@rockfound.org; web: <http://www.rockfound.org/Bellagio-center>

US Holocaust Memorial Museum

The Center for Advanced Holocaust Studies awards fellowships of up to nine months to candidates working on their dissertations, postdoctoral researchers, senior scholars, as well as immediate post-docs and faculty between appointments. Stipends range up to \$3,500 per month. Fellows are responsible for securing their own housing accommodations and health insurance. **Application deadline: November 30, 2012.** For further information visit the website at: <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, and although growth has slowed from last year, 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 4-11, 2013. Cost: \$3,600.** Sponsored by Florida International University. For additional information visit the website at: <http://ciber.fiu.edu/pdibindia.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 deadline: October 15, 2012.** For information contact: DAAD, 871 United Nations Plaza, New York, NY 10017; phone: 212-758-3223; e-mail: schenkl@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, 2012.** 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

Applications are being accepted for the WARA Post-Doctoral Fellowship for research in West Africa during the summer of 2013. 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. Each fellowship will provide round trip travel to a West African country and a stipend of up to \$3,500. **On-line application deadline: February 1, 2013. Three letters of reference must be postmarked by January 25, 2013.** For further information 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/fund_postdoc

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 **March 1, 2013.** For further information, or to apply online, visit the CIEE website at: <http://www.ciee.org/ifds>



West Virginia University
Office of International Programs News

WVU-Guanajuato Exchange Offers Flexible Options for FACDIS in 2013



West Virginia University and the University of Guanajuato have infused flexibility into the 11-year-old faculty-staff language exchange. Starting in 2013, Guanajuato University can offer additional dates for attending its summer language program.

The new dates for the traditional Spanish language and cultural exchange program in Mexico are June 3 to 28, July 1 to 26, and August 5 to 30. This is a four-week professional development exchange for faculty and staff to become immersed in a lively historical city, while they study Spanish and learn of Mexican history, culture, and customs. No language prerequisites are required of participants.

Co-sponsored by International Programs and the Intensive English Program (World Languages, Literatures, and Linguistics), the exchange seeks to build collaboration among faculty in diverse disciplines through improved language training and cultural study. There are now 76 graduates of this program.

FACDIS members may exercise another option, by requesting admission for the dates of May 6 to May 3; September 2 to 26; or September 30 to October 25. These requests require approval by the University of Guanajuato's International Office and the Centro de Idiomas (Foreign Language Department) due to host family availability.

"The new options provide flexibility for West Virginia faculty in the summer months," said George Lies, Grant Administrator, International Programs. "This is a really worthwhile opportunity; and, faculty may be able to find support for professional development."

The deadline date for 2013 applications is March 1. Applicants need to make an initial \$150 deposit by March 15, towards the full \$350 program fee. For this, the exchange offers host family living at no charge and no charge for Spanish classes.

Participants pay their own roundtrip airfare, health insurance, tours, immunizations, and personal expenses.

WVU's longstanding linkage with Guanajuato since 1989 has made this a cost-effective exchange. The Centro de Idiomas follows an integrated language teaching approach whereby participants are tested and placed at beginner, intermediate, or advanced level. Cultural events include arts, dance, ceramics, and music while living with a local host family adds depth to the cultural experience. Guanajuato's webpage is at <http://www.ugto.mx/>

For inquiries to International Programs, contact George M. Lies by phone (304) 293-7240 or email George.Lies@mail.wvu.edu The webpage is www.wvu.edu/~intlprog

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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 13, 2013.** 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 31, 2012.** 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.





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.wvu.edu/~facdis

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: wwusophia@gmail.com

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

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