



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

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The John A. Maxwell
Scholar-Diplomat Program on
Nation Building: Post-Conflict Reconstruction
Washington, D.C. - March 12-14, 2003

The three-day FACDIS Scholar-Diplomat programs, begun in 1993 and held annually in Washington, DC, have been a very successful addition to our professional development efforts for West Virginia faculty. The first six semi-annual programs examined key world regions in the rapidly-changing early and mid-1990s. Since 1997, we have held the program annually in mid-March, and covered thematic issue areas like international organizations, environmental degradation, world trade, and genocide. This year we examined the extremely timely topic of "Nation Building: Post-Conflict Reconstruction," holding our Washington seminar only one week before the beginning of the war with Iraq.

Ten FACDIS faculty participated in this program, plus two program coordinators, FACDIS Assistant Director Ann Levine and Hannah Geffert (Political Science, Shepherd College). Of the ten, three were first-time attendees. Faculty who have participated in the program in the past cannot say enough good things about the quality of the seminar and the opportunity to learn from people directly involved in making and carrying out policies, yet since new faculty rarely apply, the repeat applicants attend again and again! We hope other faculty will consider applying in the future, since faculty who have not attended, but who demonstrate that they can use the material in their classes, will receive priority!

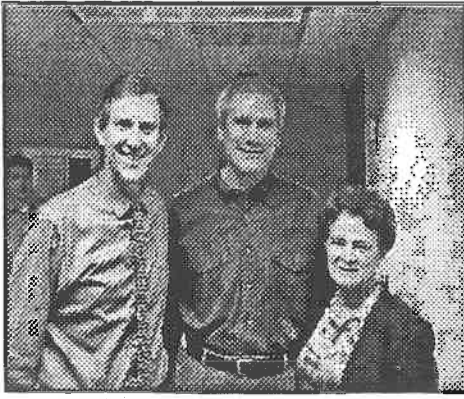
This year's kickoff luncheon speaker was Tom Melia, associate at Georgetown University's Institute for the Study of Diplomacy. Tom is a Berkeley County (WV) neighbor of Hannah Geffert, and was of enormous help to us in planning our program. From 1998 to 2001, Tom was Vice President of the 400-person National Democratic Institute for International Affairs (NDI), a leading non-governmental organization engaged in the promotion of democracy worldwide. His knowledgeable remarks helped provide the group with a better understanding of the pros and cons of "Nation Building," and helped frame and set the tone for the three days of briefings.

The group then visited the U.S. Agency for International Development and heard from Senior Social Scientist Krishna Kumar, who has focused his work on the study of social and economic reconstruction of war-torn societies. Selections from Dr. Kumar's publications were provided as part of the extensive reading materials supplied to program participants.

The group finished on Wednesday with a visit to Major General William L. Nash (USA, Ret.), Director of the Center for Preventive Action at the Council on Foreign Relations. A former military commander in Bosnia where he led U.S. troops after the Dayton Peace Accords, Nash also served as a civilian administrator for the UN in Kosovo. With his unique insights, Gen. Nash gave an experienced military perspective with first-hand examples.

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L-r: At CSIS with Rick Barton, Chris Stadler (U. of Charleston), and Sophia Peterson (WVU).

Scholar-Diplomat Program (continued)

On Thursday, the group visited the Center for Strategic and International Studies (CSIS), and heard two excellent speakers, Rick Barton, Senior Advisor in CSIS' International Security Program, and Scott Feil, former Executive Director of the Role of American Military Power, a program of the Association of the US Army (AUSA). AUSA and CSIS collaborated in preparing a recent report for the bi-partisan Commission on Post-Conflict Reconstruction, which was charged with making recommendations to improve U.S. capabilities to undertake post-conflict reconstruction. Their cogent analysis and conceptual framework helped explain some of the structural challenges facing the U.S. in places like Iraq.

Ishaq Shahryar, the Ambassador of Afghanistan to the U.S., was Thursday's luncheon speaker on the topic of "Rebuilding Afghanistan," one of the most important current examples of nation-building. His talk was followed by a visit to the State Department where the group heard from James Swigert, Principal Deputy Assistant Secretary in the Bureau of International Organization Affairs, who spoke on the "UN Role in Post-Conflict Nation Building—Lessons Learned." The day concluded with a visit to Lorelei Kelly and



Jack Hammersmith and Ann Levine with Ambassador Ishaq Shahryar

Elizabeth Turpen, Legislative Fellows, who founded and lead a project called "Security for a New Century," a bipartisan study group on Capitol Hill. The study group offers briefings for critically-important Congressional staff members, and covers a broad range of security issues such as peacekeeping, terrorism, cyber-threats and nuclear non-proliferation.



L-r: Gary Arbogast (Glenville State), Ann Levine, Cyrus Aleseyed (WV State), Helen Bond (Shepherd College), Chris Stadler (Univ. of Charleston), Sophia Peterson (WVU), Kwame Boateng (WV Wesleyan College), Mike Smith (Glenville State), Vijay Shah (WVU-Parkersburg), Hannah Geffert (Shepherd College). Photo by Jack Hammersmith. (Jason Parker absent).

Friday began with a visit to Mercy Corps, a leading international relief and development NGO, where the group heard from Nancy Lindborg, who told about the emergency relief and civil society assistance they provide to more than 25 countries worldwide. John Hulsman, Research Fellow at the Heritage Foundation, gave a very interesting alternate perspective to the topic when he spoke to the group about the "folly" of America's recent encounters with nation-building. The final speaker was the Ambassador of Bosnia and Herzegovina, Igor Davidović, whose candid remarks helped the group gain insight into the progress that has been made in rebuilding this nation after its recent conflict.

For a "testimonial" on the utility of the program for professional development, see Jason Parker's report on the next page. We hope his comments will encourage others of you to consider applying for the seminar next March!

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FACULTY REPORT ON 2003 SCHOLAR-DIPLOMAT PROGRAM
Jason Parker, Assistant Professor of History, West Virginia University



Jason Parker with Maj. General William L. Nash

As a new member of the WVU faculty, and as a specialist in the history of U.S. foreign relations, I was thrilled to participate in the 2003 Maxwell Scholar-Diplomat Program. My colleagues and I in graduate school often lamented the lack of direct interaction between those who study the diverse features of American foreign affairs and those who shape them. When I accepted a position at WVU last year, I had no idea that just such a program existed. I was delighted to discover that it does, and even more pleased to participate in it last month.

The theme of *Nation-Building* was almost eerily appropriate, since at the time of the meeting we were only days away from a war in Iraq that is certain to produce one of the biggest nation-rebuilding challenges a country has ever faced. The presenters came from a variety of civilian, military, diplomatic, and humanitarian backgrounds, and many had direct experience in nation-building efforts in the 1990s. They were able to bring those lessons to bear on the general challenge, as well as draw on them to speculate on the difficulties that the effort in Iraq will pose.

Our exchanges with the presenters will be invaluable not only to my teaching but also to my research. In my classes this semester, we have spent a great deal of time discussing the current crisis; I have made a special effort to tie these discussions back to materials presented in class. However, there are limits to how far this connection can be stretched. For example, I have spent extra time discussing the founding of the UN and the postwar reconstruction of Germany and Japan, because of the relevance of both of these to ongoing events. But this is, in a sense, "dated" information. What I learned from this program allowed me to bring it up-to-date, as it were, by introducing perspectives that are recent and firsthand. The Maxwell program, in other words, bridged the gap; it allows me to connect both past and present, and abstract and concrete, American experience in ways that really resonate in the classroom

In a related fashion, the program informs my own research into US relations with the Third World during decolonization. Access to "Beltway" figures with recent experience in post-conflict rebuilding helps to concretize my own perceptions and conclusions, which have until now drawn almost exclusively from archival sources. I doubt that I will be so lucky every year, but this year's topic was, thus, especially useful to my ongoing research project.



Group at Mercy Corps



Hannah Geffert with Tom Melia at City Club

Finally, I am deeply impressed by the uniqueness of the Scholar-Diplomat seminar program – and in this I am not alone. A week after it, I presented a paper at a conference of professors in my subfield. While there, I described my recent experience in Washington, DC. No one present had anything like FACDIS in their own states, and all were quite envious of the program—with, I might add, good reason. The topic itself could not have been more timely, and will be eminently useful in my own teaching and research. In addition, exploring the topic with new colleagues from around the state added a depth to the experience that merely reading text or attending presentations on the subject could not have provided. I am already looking forward to next year's program.

Twenty-Third Annual Workshop in International Studies

FACDIS WORKSHOPS 2003

The Global Challenge: Hegemony or Partnership?

November 13-14, 2003 (Thursday-Friday)

Lakeview Resort, Morgantown, WV

The topic will be examined from a variety of perspectives, including a focus on

- (1) Religion and Foreign Policy
- (2) The Anti-Globalization Movement
- (3) Cultural Dominance of the U.S.
- (4) Climate Change/Environmental Challenges

Please save the dates and plan to join us!

INTERNATIONAL VISITORS AT WVU AT PARKERSBURG

by Nancy Nanney, Chair, Department of Humanities

Associate Professor of English

During Spring 2003, WVU-Parkersburg has hosted several international guests. This semester, Dr. Mohamed Ghouse Nasruddin has been the college's first Fulbright Scholar-in-Residence. Ghouse (as he prefers to be called) is a Professor of Performing Arts at the Universit Sains Malaysia in Penang. In addition to teaching a theatre appreciation course from an East-West perspective and delivering a special talk for sociology students on Islam and the arts, he has presented two lecture/demonstrations on the performing arts of Malaysia. He has also directed his original play, "The Tale of a Malay Princess," which is scheduled for public performance on April 13, 14, and 15. The cast includes WVU Parkersburg students as well as members of the community-at-large.

Ghouse has also made contact with colleagues and students at nearby Ohio University. The OU library is the official depository of Malaysian books in the U.S., and the Center for Southeast Asian Studies there hosts a special Malaysian Chair position. Ghouse was guest speaker at OU's branch campus in Zanesville, and will participate in a special cultural night program at the main campus in Athens on April 18.

On March 3, his Excellency Dato Sheikh Abdul Khalid Ghazzali, Ambassador of Malaysia to the United States, and his wife, Datin Ghazzali, visited the college. The Ambassador delivered a campus talk on "The Malaysia-U.S. Relationship." He and his wife then lunched with guests from the community and toured area attractions.

During April, the campus hosted a week-long visit by another visitor, Dr. Aleya Said, presently Fulbright Scholar-in-Residence at Georgia State University in Atlanta. During her stay, Dr. Said visited classes and spoke with students about Arabic literature and drama. She also delivered a well-attended public talk entitled: "The Media and Cultural Representation: An Egyptian Perspective." Dr. Said regularly teaches in the Department of English at the University of Alexandria in Egypt.

Also in April, the campus welcomes a special delegation from the University of Rousse in Bulgaria. Last summer, a group of WVU-Parkersburg faculty, led by Emily Lamb (English), participated in a fascinating month-long study tour of Bulgaria. The upcoming visit by members of their host institution in Rousse is a sign of the ongoing exchange between the two universities. ♦

FOCUS ON VIETNAM: WHEELING JESUIT UNIVERSITY

"Vietnam Encounters" has been the focus of a Spring Semester campus colloquium at Wheeling Jesuit University, with lectures, movies and cultural events. Joe Laker (History) kicked off the symposium on February 26 with a lecture on Vietnam's history and culture.

Several films have also been shown. The first, *Starting Place*, a look at Vietnam in 1993, was directed by Robert Kramer, who had produced an anti-war film in the late 1960s. In his new film, Kramer looked at how, a generation later, North Vietnamese hopes for an independent nation turned out. *Indochine*, a 1992 film about the French era in Vietnam, was screened, as was Oliver Stone's *Heaven and Earth*, focusing on the American war effort and the marriage of a Vietnamese woman and an American soldier. The discussion was led by two faculty members who are Vietnam veterans. The final film in the series is a Vietnamese film, *The Scent of Green Papaya*.

Noted author, Tim O'Brien, came to campus in mid-March and gave several campus talks about his personal experiences in Vietnam and his writing of such books as *The Things They Carried* and *If I Die in a Combat Zone*.

The campus had the opportunity to hear from a number of Vietnamese natives, including Cathy Bui, a Vietnamese student at Wheeling Jesuit, who talked about life in Vietnam today. Quynh Carpenter, who fled North Vietnam in 1954, married an American in Saigon in the 1960s, then came to America, gave a lecture on her life experiences and on her return to her native village 40 years after she left.

A group of Montagnards, mountain people who have been traditionally mistreated in Vietnam, visited campus and related difficulties they continue to face in Vietnam. The Montagnards were allies of the U.S. during the Vietnam conflict and have suffered much from the alliance.

Other events included a performance by the Khac Chi Ensemble, which plays traditional Vietnamese folk music and classical works on Vietnamese instruments.

In addition to these campus-based activities during the semester, Professor Joe Laker and his wife, Meg, will lead a group of 21 educators and students on a tour of Vietnam from May 19 to May 31.

Participants include nine students from Wheeling Jesuit, five Bethany College students with two professors--both FACDIS associates--Gary Kappel (History) and Harald Menz (Foreign Languages), plus several faculty participants from Warren Wilson College in North Carolina, who round out the tour group. The trip will be largely financed through an Appalachian College Association program to encourage student study and travel abroad.

The group will spend three days in Hanoi, two in Hue, the imperial capital of the last dynasty, and then four days in Ho Chi Minh City (formerly Saigon) from which they will take a variety of other field trips.

Students will have the opportunity to earn one hour of academic credit. Upon their return, the students participating for credit will do a presentation on Vietnam on their home campuses.

NINE AT WV WESLEYAN ATTEND INTERNATIONALIZING THE CURRICULUM SUMMIT

As part of Wesleyan's Mission Statement, Internationalization of the Wesleyan campus is very important to President William Haden's administration. Last month the President led a group of Wesleyan faculty, administrators, and students to the Appalachian College Association (ACA) Summit held at Kingsport, Tennessee.

The Summit discussed a wide range of topics including, "Best Practices in the Study Abroad," "Educating for Global Citizenship: International Study and Appalachian College Students," "Junior Year Abroad is Dead: the Need for Innovation in International Education," "Liability Issues in Study Abroad," "ACA Programs and the

Berger Foundation Grant," and "Salzburg Seminars: An Experiment in Cross National Education," among others.

Wesleyan participants included President Haden, Acting Dean Shirley Fortney, Professors Kwame Boateng, Kathleen Long, Kelvin Mason, and Marjorie Trusler. Also attending were the Director of Intercultural Relations, Tamara Denmark, and two students, Jonathan Haveron and Vera Pawlowski. The members of the group agreed that they learned a lot from the summit and that the experience will help to improve the Wesleyan Internationalization program. (Submitted by Kwame Boateng.) ♦

NEWS AND NOTES

Cynthia Chalupa (German, West Virginia University) has been selected to participate in a leadership program in the field of German language education. The American Association of Teachers of German (AATG) in cooperation with the Goethe Institut established a program, *TrainDaF* (DaF stands for German as a Foreign Language), which aims to build future leaders in the field of teaching German. With funding from the German government to support these activities, program participants will attend an orientation workshop in Washington, DC, in late April and a summer seminar in Germany, as well as the AATG Annual Meeting in Philadelphia in November 2003. Beginning in Fall of 2003, Dr. Chalupa will be available to provide workshops on Germany, the European Union, and German for the Professions at schools and on campuses in the region. Contact her at cychalupa@mail.wvu.edu.

John K. Cox (History, Wheeling Jesuit University) was a finalist in the annual Faculty Merit Foundation's West Virginia Professor of the Year Award.

David Kenley (History, Marshall University) is leading a seminar on "East Asia" for teachers of grades 5-12. Held from March 4 to May 12 at Marshall University, the seminar is funded by the Freeman Foundation and presented in association with the University of Pittsburgh's Asian Studies Program and the National Consortium for Teaching about Asia. The 36-hour seminar explores the history, geography, literature and cultures of China, Japan, and Korea. Guest lecturers have included David Gordon (History, Shepherd College) and Charles Kelier (History, Fairmont State College).

The West Virginia Chapter for the American Association of Teachers of Spanish and Portuguese (AATSP) held an immersion weekend, March 21-22, at the Graceland Inn and Conference Center in Elkins. To be added to the mailing list for future activities, contact Terri Marlow: marlowT@charter.net or by phone at (740) 374-5979.

West Virginia State College will host the 4th Annual Middle States African Studies Association Conference May 1-May 3, 2003. Theme: *Legacy of Empire: War, Famine and Poverty in Africa and the Diaspora*. In addition, Julian Bond, Chairman of the National Association for the Advancement of Colored People (NAACP) will be on the WVSC campus Wednesday, April 30. MSASA attendees are invited to attend the pre-conference banquet at 6:30 pm where Julian Bond will be the speaker. For more information contact C. Stuart McGehee; Phone: (304) 766-3240; Fax: (304) 766-5186; E-mail: mcgehest@mail.wvsc.edu; web: www.wvsc.edu/msasa/

Art Barbeau (History, West Liberty State College) is also leading a seminar on "East Asia" for teachers from the northern panhandle of West Virginia and from eastern Ohio. The seminar, supported by the National Consortium for Teaching about Asia (NCTA) has been held twice a month (on Saturday mornings) during the Spring Semester for eighteen teachers. The group will have two follow-up meetings next Fall. **Joe Laker** (History, Wheeling Jesuit University) has been a guest lecturer, as well as other faculty from the University of Pittsburgh, whose Asian Studies Program helps coordinate these seminars, with funding from the Freeman Foundation.

Plan to Celebrate

**2003 International Education Week
November 17-21, 2003**

A partnership between the U.S. Department of Education
and the U.S. Department of State

**US Secretary of Education Rod Paige Outlines New International Education Priorities
Remarks to the States Institute on International Education in the Schools
November 20, 2002**

Saying the U.S. Department of Education must nurture relationships with other countries and improve international studies in our schools, U.S. Secretary of Education Rod Paige outlined recently his agency's new priorities for International Education and unveiled new initiatives to help achieve its goals.

Paige made the announcement in a keynote speech to the States Institute on International Education in the Schools held last November in Washington, DC— one of many events taking place in celebration of International Education Week. FACDIS Director Jack Hammersmith attended this conference as one of a five-member team from West Virginia, headed by Jay Cole, Deputy Secretary of Education and the Arts. The conference was designed to build support for making international education a priority in the nation's schools.

Paige outlined four policy priorities for the U.S. Department of Education:

- Increasing U.S. knowledge and expertise about other regions, cultures, languages and international issues;
- Sharing with other countries information about U. S. education policies and practices, providing leadership on education issues and working with international partners on initiatives of common benefit;
- Learning more about the effective practices and policies of other countries to improve teaching and learning in the United States; and,
- Supporting U. S. foreign and economic policy by strengthening relationships with other countries and promoting U. S. education.

"We are ever mindful of the lessons of September 11 – one of which is that all future measures of a rigorous K-12 education must include a solid grounding in other cultures, other languages and other histories," Paige said. "In other words, we need to put the 'world' back into 'world-class' education."

"Our new focus will help us build on an already strong foundation of relationships with other countries and equip our children with the skills and knowledge needed to be responsible members of the world community."

Paige announced that he will seek new or build on existing legislative authority to support international education in our K-12 schools through partnerships with colleges and universities, and will partner with states to provide new resources in support of high-quality, K-12 programs that provide international knowledge and skills in our nation's classrooms.

"International education shouldn't be an add-on. International content can be integrated into the teaching of many subjects," Paige said. "When children read stories, some should be about people in other countries. Students in dual language immersion programs often study some of their math, science and other lessons in that language."

"They are building skills in both English and another language at the same time that they are learning subject-matter content. Some children in our country are learning these skills, but many more could – and should – learn them."

Paige also announced that he will create a new recognition program to honor teachers whose outstanding work helps our young people understand world issues and other countries, cultures and languages.

These new programs build on an already strong base of international education programs and outreach at the Department that focus on many areas, including special education, postsecondary education, education statistics, federal student aid and school safety.

Paige highlighted his Department's work on migrant education issues with the Mexican government; the U. S.-China e-Language project that harnesses the power of technology to help teach English and Chinese to students in both countries; and the Friendship through Education program, which was launched to enable American children and children in predominately Muslim countries to communicate and work together on classroom projects.

The *States Institute on International Education* was sponsored by the National Coalition on Asia and International Studies in the Schools, the National Governors Association, Asia Society, Council of Chief State School Officers, and the Education Commission of the States.

UPCOMING MEETINGS AND OPPORTUNITIES OF INTEREST

5th Annual Conference of the Institute for the African Child. April 10-12, 2003. Ohio University, Athens, OH. Theme: *Children and Islam: Faith and Social Change in Africa and Southeast Asia*. Registration fee of \$135 includes conference materials and meals. For further information visit the website at: http://www.ohiou.edu/afchild/islam_conf/

Third International Conference on Language Teacher Education. May 29-31, 2003. Minneapolis, MN. Theme: *Creating Teacher Community*. Conference is designed for practitioners and researchers involved in the preparation and ongoing professional development of language teachers. Topics addressed:

- ESL/EFL
- Foreign/modern/world language teaching
- Bilingual education
- Immersion education
- Indigenous and minority languages
- Teaching of less commonly taught languages

For more information contact Center for Advanced Research on Language Acquisition (CARLA); phone (612) 626-8600; website: <http://carla.acad.umn.edu/>

NAFSA: Association of International Educators. 55th Annual Conference. May 25-30, 2003. Salt Lake City. The NAFSA conference offers an opportunity for representatives of colleges and universities, government and private agencies, educational associations, exchange and community organizations, institutions, corporations, and foundations to meet and share innovative ideas and practices concerning international exchanges and policies that affect students and scholars. **Early-registration deadline: April 18, 2003.** For further information: Phone: (202)737-3699; E-mail: Conference@nafsa.org or visit the website at: <http://www.nafsa.org>

World Association for Case Method and Application 20th International Conference. June 29-July 3, 2003. Bordeaux, France. Theme: *Interactive Teaching: New Horizons*. WACRA's objectives are to advance the use of the case method in teaching, training, and planning; to encourage research using the case method; and to coordinate case writing/case application activities. Contact WACRA: Phone: (781) 444-8982; Fax: (781)444-1548; Email: wacra@msn.com; web: www.wacra.org

Peace Studies Conference. September 11-13, 2003. University of Notre Dame, Notre Dame, IN. Theme: *Peace-Building After Peace Accords*. Notre Dame's Research Initiative on the Resolution of Ethnic Conflict (RIREC) is concerned with post-accord problems and reconstruction, and is focusing initially on three specific post-accord problems: violence; youth/the next generation; and truth telling and peace-building. **Deadline for submitting abstracts or panel proposals: April 30, 2003.** In addition to the conference sessions, four additional sessions will be open to the public:

- A keynote address by Archbishop Desmond Tutu
- An academic keynote address by Johan Galtung
- An International Youth Panel working on peace building projects in several post-accord contexts
- A round-table case study, focusing on South Africa and its post-accord problems

For further information contact: A. Rashied Omar, Kroc Institute for International Peace Studies, University of Notre Dame, PO Box 639, Notre Dame, IN 46556-0639; Phone: (574)631-7740; Fax: (574)631-6973; web: <http://www.nd.edu/~krocinst/events/rirecconf03.htm>

28th Colloquium on Literature and Film. September 18-20, 2003. West Virginia University, Morgantown WV. Call for Papers. This year's Colloquium explores changes that have taken place in the nature of war over the centuries and the ways that these changes have been reflected in literature and film. Possible topics include:

- The Soldier Finds a Voice: War Poets of World War I
- Hollywood Goes to War: World War II and the Movies
- Anti-War Literature
- War as Culture Conflict or Cross-Cultural Encounter
- The Future of Warfare in Science Fiction and Film
- Survivors of War and the Literature of Trauma

Please submit 300-word proposals for papers and/or panels by **May 15, 2003**, to Daniel F. Ferreras at wvucoll@mail.wvu.edu. Include a cover letter containing the proposal's title and complete contact information. Attachments should be in MS Word or Word Perfect. A limited number of papers read at the Colloquium and submitted to the Editorial Board will be considered for refereed publication in the *WVU Philological Papers*. Papers may be read in English, French, German, or Spanish, but only manuscripts in English can be considered for publication. Web: www.as.wvu.edu/forlang/

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

PAWSS Summer Faculty Institute

19th Annual Five College Program in Peace & World Security Studies (PAWSS) Summer Faculty Institute. June 10-13, 2003. Amherst College, Amherst, MA. Theme: *Confronting the Threat of Weapons of Mass Destruction.*

The objective of the PAWSS Faculty Institute is to provide a selected group of college and university faculty with an opportunity to explore current problems in the field without the distractions of daily teaching obligations. Participants are given the opportunity to develop new syllabi and curriculum materials in the peace and security field. (While designed predominately for teachers in international relations, political science, and peace and conflict studies, Carmen Durrani, who teaches Spanish and French at Concord College, attended last year, and highly recommends the Institute.)

This year's Summer Faculty Institute will address such topics as: How has the WMD picture changed since the end of the Cold War? How has it remained similar to the past? What will be the impact of the new nuclear powers in Asia? Are technological developments making it possible to target biological weapons against specific populations? Is the "War on Terrorism" eroding existing norms against the use of WMD? What policy paths promise to reduce the role of WMD in international and domestic politics?

A registration fee of \$100 covers housing, most meals, and general Institute costs. Register on-line at: <http://pawss.hampshire.edu/faculty/institute/2003/>

For further information, contact: Laura Reed, Assistant Director, PAWSS, School of Social Science, Hampshire College, Amherst, MA 01002; Phone: (413) 559-5367; E-mail: lreed@hampshire.edu

FACDIS faculty who have attended in past years report that the presenters are always of top-notch quality, and the cost is relatively modest. (In some years, scholarships have been available, so inquire.) **Application Deadline: May 15, 2003.**

Summer Seminars on Canada

The 25th Anniversary Québec Summer Seminar will be held July 13-25, 2003 in Montréal, Québec City, and Paris, France. Theme: *From New France to Old France: A Voyage of Discovery.* The program is organized by the Center for the Study of Canada at SUNY-Plattsburgh.

The seminar will feature a variety of lectures, briefings and roundtables on the full range (humanities and social sciences) of Québec-Canada-France relations. Registration fee of \$1,195 covers:

- three nights lodging in Québec City and Montréal, and five nights in Paris
- round-trip air transportation on Air France between Montréal and Paris
- all transportation in Québec and France
- breakfast daily
- admission to museums and cultural sites
- comprehensive supplemental travel insurance, including trip cancellation

Round trip transportation to and from Montréal is the responsibility of the seminar participant. **Registration deadline is April 15, 2003.** For more information contact Christopher Kirkey (see contact information below).

Ontario Summer Seminar. August 10-16, 2003. Toronto. Theme: *Toronto: Ontario's Capital City.* This seminar is geared towards Canadian Studies professors in the United States and will examine the full range of social, cultural, economic, and political realities in Ontario. Cost: \$599. **Registration deadline is May 1, 2003.**

For more information on the two seminars, contact Christopher Kirkey, Director, Center for the Study of Canada, Plattsburgh State University of New York, 133 Court Street, Plattsburgh, NY 12901-2732; Phone: (518) 564-2394; Fax: (518) 564-2112; E-mail: christopher.kirkey@plattsburgh.edu

Foreign Language Educator Summer Institutes

8th Biennial Conference of the International Association for Language Learning Technology (IALLT). June 17-21, 2003. University of Michigan, Ann Arbor

Language teachers, lab professionals, and technology experts will explore and discuss innovations in language teaching technology, trends in teaching, and the ways in which students of languages and cultures connect with a diverse world. The three-day conference and two days of workshops will allow participants the opportunity to:

- learn new computer skills
- try new software
- consider new teaching methods
- explore technology
- learn from what other institutions have done

Registration Costs: By April 15, 2003:

IALLT member \$195, non-members \$245;

April 16-June 10 - member \$270, non-member \$320;

June 16-June 21 - member \$295, non-member \$345.

For further information and registration, visit: <http://www.lsa.umich.edu/lrc/iallt/> or contact: IALLT 2003 Conference, Language Resource Center, 2018 Modern Languages Building, 812 E. Washington, University of Michigan, Ann Arbor, MI 48109-1275; E-mail: iallt-2003@umich.edu; Phone: (734) 764-0424

Penn State University: Foreign Language Workshops
Contact: Center for Advanced Language Proficiency (CALPER); website: <http://calper.la.psu.edu>

Topic: Project Based Learning

Date: June 16-18, 2003

This workshop will focus on the integration of project-based learning into advanced-level proficiency language instruction. Workshop will cover the rationale, design, development, and implementation of project-based learning and offer hands-on experiences in which participants will construct project-based learning activities for their own instructional contexts. In addition, participants will develop strategies for establishing context-appropriate assessment criteria for all project-based learning activities. Examples and activities for all foreign languages at the advanced level of proficiency will be presented. Workshop Language: English. Examples presented in Spanish, German and English. Cost: \$175.

Topic: Peer-to-Peer Technology

Date: June 19-20, 2003

This workshop addresses the use of peer-to-peer Internet communication tools to support the development and maintenance of advanced foreign language proficiency. Participants will develop activities that encourage linguistic, cultural, pragmatic, interpersonal, and self-reflective communicative activity. Participants will explore a critical compilation of uses of synchronous and asynchronous communication tools ranging from international "key pal" interaction to inter- and intra-class communication. Specific topic areas include an overview of computer-mediated communication at use in foreign language education and the Internet as it can be used for intercultural communication. Program Cost: \$125.

Topic: Advanced Language Proficiency Assessment

Date: June 23-25, 2003

This workshop will train teachers of advanced language learners in designing, assessing, administering, rating and evaluating a variety of alternative assessment procedures (e.g. projects, group assessment, self assessment, etc.). Some of the topics, which will be addressed in this three day workshop are:

- methods and procedures for assessing achievement and proficiency
- designing items and tasks
- developing rating scales
- assessing the use of tests
- assessment in different educational contexts
- assessing specific language skills
- linking assessment to standards

Program Cost: \$175

Topic: Using Corpora in Advanced Level language Teaching

Date: June 23-26, 2003

The course will take participants through the basics of building language corpora (large computerized collections of texts) and how to analyze them. Course will offer hands-on work with the output from corpora (frequency lists for vocabulary and grammar, contextual concordances, keyword lists, lists of phrases, etc.). Participants will be given help to build corpora for their own teaching context, and useful resources (e.g. websites, published materials, corpora available for purchase) will be indicated. Program Cost: \$200.

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

Fulbright Scholar Program for Teaching and Research Abroad through CIES

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 2004-2005 Fulbright grants in research and university lecturing abroad with opportunities in 140 countries.

- **Traditional Fulbright Awards:** are available from two months to a full academic year or longer. Requirements include US citizenship, PHD or equivalent, and teaching experience. Benefits include round trip travel for grantee and, for most awards, one dependent; maintenance allowance; tuition allowance for school-age children; and book/baggage allowances. **Application deadline: August 1, 2003.**
- **Fulbright Distinguished Chairs Program:** Among the most prestigious appointments in the Fulbright Scholar Program. Most awards are in Western Europe, although a few are available in Canada and Russia. **Application deadline: May 1, 2003.**
- **Fulbright Senior Specialists Program:** provides short-term Fulbright grants of two to six weeks. Activities offer U.S. faculty and professionals opportunities to collaborate on curriculum and faculty development, institutional planning and a variety of other activities. **Rolling deadline.**
- **Fulbright New Century Scholars Program:** Thirty top academics and professionals collaborate for a year on a topic of global significance. **Application deadline: October 1, 2003.**
- **Fulbright Alumni Initiatives Awards Program:** offers small institutional grants to Fulbright alumni to develop projects that will link their home and host institutions. **Application deadline: February 15.**
- **Fulbright International Education Administrators Program:** U.S. international education administrators are invited to apply for two- to three-week summer seminars in Germany, Japan or Korea. **Application deadline: November 1, 2003.**

- **Fulbright German Studies Seminar Program:** The topic for the 2003 seminar is *Challenges in Demographics*. What was once a summer seminar for German specialists only has in recent years become an interdisciplinary experience for specialists and non-specialists alike. **Application deadline: November 1, 2003.**

For more information contact: Fulbright Scholar Program, Council for International Exchange Scholars, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; Phone: (202) 686-7859; Web: <http://www.cies.org>; E-mail: dmoore@cies.iie.org

AATF Scholarship to Belgium

The Belgian government is again offering two summer scholarships for AATF members at the secondary and college levels. Recipients will attend a three-week session on language and culture in July 2003. Scholarships include full tuition and fees, housing and a stipend for meals. Scholarship recipients are responsible for their own transportation fees. **Application Deadline for Scholarships: February 15.** Even though the scholarship application deadline has passed, paying teachers are welcome and are accepted on a first-come, first-served basis. Cost: 1,500 EURO. This fee includes tuition, lodging, excursions and meals. International transportation is paid by participants. For more info about this program and other summer opportunities in Québec and France, contact: Jayne Abrate, Executive Director, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901-4510; web: <http://www.frenchteachers.org/hq/scholar.htm>

Smith Richardson Foundation: Junior Faculty Research Grant Program

The Smith Richardson Foundation's International Security & Foreign Policy Program holds an annual competition to support junior faculty research on American foreign policy, international relations, international security, military policy, and diplomatic and military history. The Foundation will award at least six one-year

research grants of \$60,000 each to support tenure-track junior faculty engaged in research and writing of a scholarly book on an issue or topic of interest to the policy community. Grants are intended to buy-out up to one year of teaching time and to underwrite research costs, and are paid to the academic institution where applicant works.

Applicants must have a PhD, preferably in political science, public policy, policy analysis, political economy, or history. **Application Deadline: July 3, 2003.** For more information: Junior Faculty Research/International Program, Smith Richardson Foundation, 60 Jesup Road, Westport, CT 06880; Phone: (203) 222-6222; Fax: (203) 222-6282; Web: <http://www.srf.org/>

University of Michigan Asia Library Travel Grants

Grants up to \$700 are available to help defray the cost of travel, lodging, meals and photo-duplication for Japan scholars at other institutions who wish to utilize the collection at the University of Michigan Asia Library. The Asia Library collection includes over 698,072 volumes in Japanese, Chinese, and Korean. Interested scholars should submit an application letter, a brief statement (not to exceed 250 words) to the Center describing their research and the need to use the Asia Library collection, and a list of sources they would like to access. Scholars should also provide a current curriculum vita, an estimated budget and proposed travel dates. For further information: Asia Library Travel Grants, Center for Japanese Studies, Suite 3603, 1080 So. University St., The University of Michigan, Ann Arbor, MI 48109-1106; E-mail: umcjs@umich.edu

The Bernadotte E. Schmitt Grants for Research in African, Asian, or European History from AHA

The American Historical Association offers modest grants to support research in the history of Africa, Asia, and Europe. Grants are intended to further research in progress and may be used for travel to a library or archive, for microfilms, photography, or photocopying. Preference will be given to those with specific research needs, such as the completion of a project. Preference will also be given to junior scholars. Applications are available online. **Deadline for applying is September 15, 2003.** Only AHA members are eligible to apply.

For more information contact: AHA, Schmitt Grants Coordinator, 400 A Street SE, Washington, DC 20003-3889; Phone: (202) 544-2422, ext. 104; E-mail: fshaughnessy@theaha.org; Web: <http://www.theaha.org/prizes/schmittapp.htm>

ACLS/SSRC/NEH International Fellowships

The ACLS/SSRC/NEH International and Area Studies Fellowships, sponsored jointly by the American Council of Learned Societies and the Social Science Research Council, provide approximately ten fellowships to support scholars doing humanities and humanities-related social science research on the societies and cultures of Asia, Latin America and the Caribbean, and sub-Saharan Africa. The fellowships are for 6-12 months, and are intended as salary replacement to help scholars devote such time to full-time research and writing. **October application deadline.** For more information contact: Office of Fellowships and Grants, American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398; Fax: (212) 949-8058; E-mail: grants@acsls.org; Web: www.acsls.org/pstdguid.htm

Woodrow Wilson International Center

The Woodrow Wilson International Center for Scholars awards approximately 20-25 nine-month residential fellowships annually. Projects accepted from a broad range of disciplines in the social sciences and humanities. The primary themes for the next competition are:

- governance, including such issues as the key features of the development of democratic institutions, democratic society, civil society, and citizen participation
- the US role in the world and issues of partnership and leadership
- key long-term future challenges confronting the US and the world.

Priority will be given to proposals related to these themes. **Application deadline is October 1, 2003.** Contact: Scholar Selection/Services Office, Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027; Phone: (202) 691-4170; Fax: (202) 691-4001; E-mail: fellowships@wwic.si.edu; Web: <http://www.wilsoncenter.org>

East European Studies Short-Term Grant

With funding provided by Title VIII (Soviet and East European Research and Training Act), East European Studies offers short-term grants to scholars having particular need for the library, archival, and other specialized resources of the Washington, DC area. This program is limited to American citizens (or permanent residents) at the advanced graduate and post-doctoral level. Short-term grants provide a stipend of \$100 per day for one month (for a maximum of \$3,000). This residential program requires visiting scholars to remain in the Washington, DC area and to forego other professional obligations for the duration of the grant. No office space, however, is provided. Closing dates are December 1, March 1, June 1, and September 1. Contact: East European Studies, One Woodrow Wilson Plaza, 1300 Pennsylvania Ave. NW, Washington, DC 20004-3027. E-mail: kneppm@wwic.si.edu; Web: <http://www.wilsoncenter.org/ees>

Title VIII Research Scholar Program

Funded by the U.S. Department of State, Program for the Study of Eastern Europe and The Independent States of the Former Soviet Union (Title VIII), the American Councils Research Scholar program provides full support for graduate students, faculty, and independent scholars seeking to conduct research for three months to nine months in:

- Belarus
- Central Asia
- Russia
- South Caucasus
- Ukraine
- Moldova

Total value of the fellowship ranges from \$5,000 to \$25,000. Scholars in the humanities and social sciences are eligible to apply. Application deadline for spring programs: October 1. Fall, Academic Year and Summer Programs: January 15. For further information contact: Outbound Programs/Title VIII Research Scholars, American Councils, 1776 Massachusetts Avenue, NW, Suite 700, Washington, DC 20036. Phone: (202) 833-7522; E-mail: outbound@americancouncils.org

Rotary Foundation Grants for University Teachers

Grants provide support for higher education faculty to teach in low-income countries (per capita GNP of U.S. \$6,200 or less). Applicants may be retired, and need not hold (or have held) a specific rank. Grants available for up to ten months. Application is made through the local Rotary Club. Contact local club for more information. Club deadlines are usually set between April and August for following year awards. Local Rotary Club sends applications to Rotary Foundation by October 1. Go to: http://www.rotary.org/foundation/educational/un_teach/

Canadian Studies Grant Programs

The Canadian Government sponsors grant programs designed to promote teaching and research in Canadian Studies. The Canadian Government is particularly interested in projects focusing on current Canada-US relations and Canada's place in North America. Priority topics include trade/economic and business issues, environment/natural resources, national and international security, Canadian values/culture, and communications.

Grant programs for 2003-2004 include:

- **Conference Grant Program** assists institutions to hold a conference addressing important and timely issues about Canada and to publish the proceedings in a scholarly fashion. **Deadline: June 16, 2003**
 - **Program Enhancement Grant** encourages the strengthening of Canadian Studies programs at institutions of higher education. **Deadline: June 16.**
 - **Senior Fellowship Program** provides accomplished scholars an opportunity to complete and publish a major monograph. Offered every two years. **Deadline: June 16, 2003.**
 - **Research Grant Program** assists individual scholars or teams of scholars in writing an article-length manuscript of publishable quality that contributes to a better understanding of Canada-U.S. relations. **Deadline: September 30, 2003.**
 - **Faculty Enrichment (Course Development) Program** provides faculty members an opportunity to develop or redevelop courses with substantial Canadian content that will be offered. **October 31, 2003**
- Contact: Academic Relations Office, Canadian Embassy, phone: (202) 682-7727; web: www.canadianembassy.org/education/canadianstudies-en.asp

FACULTY REPORT

**Meeting: 14th Annual Conference on Teaching Economics: Instruction and Classroom Based Research
Organized by Robert Morris University and McGraw-Hill /Irwin. Pittsburgh PA. Feb. 13-15, 2003
FACDIS Faculty Member: Alina Zapalska, Professor of Economics, Marshall University**

The annual conference on Teaching Economics: Instruction and Classroom Based Research, organized by Robert Morris University (Pittsburgh, PA) and sponsored by McGraw-Hill /Irwin, is one of the best teaching economics conferences in the country. This year's topics varied from issues related to internationalization of college education to various instructional tools that can be used to provide efficient undergraduate economics education.

The major topics discussed at the conference can be categorized around four major themes: internationalization of business college education, teaching techniques, critical and reflective thinking issues, and technology issues. These themes are briefly discussed below.

I. Internationalization of Business College Education

One of the most important topics raised at the conference concerned the necessity of adjusting business and economics education to address a more global, culturally diverse, and competitive world economy in an era of increasing terrorism and cultural intolerance. Several participants argued that the challenge for educators is to deliver competent college graduates who can professionally function in a domestic environment, but who can also make rational decisions in a competitive international society and global economy. In this context internationalization of college education is becoming an increasingly important activity, since it fosters an awareness of problems of transnational/trans-cultural significance and encourages understanding of other nations' religions and cultures. International education develops the skills, knowledge, and attitudes that are necessary for decision-making and successful participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition, while preparing graduates to work more effectively in a global economy.

The discussants agreed that more emphasis should be placed on program development that increases awareness of foreign cultures, religion, life-style, and knowledge of international and global economy among college students, faculty, and staff. Experience with diverse aspects of

cultures, global economy, and international business will create a better understanding and sensitivity. These are needed to develop positive cultural attitudes among students, have a positive effect on the growth of internationalization in college education and might eliminate obstacles that prevent such internationalization.

II. Teaching Techniques

There were several sessions concerning the use of simulations, games, and experimental methods to educate and train business and economics students. In sum, it was argued that games and simulations create learning opportunities that develop a better-trained, globally proficient, and professionally competent workforce. Economic games and experiments not only enable the testing of theories, they can also create artificial market situations that can be used in the classroom to examine the market economy's alternative economic structures. The main purpose of using these techniques is to bring as much reality into the classroom situations as possible. Games/simulations can be used to effectively teach basic concepts such as human relations or business and economic principles, as well as develop critical thinking, problem solving, and strategic decision making skills. Games and experiments make it possible to convey difficult concepts in an interesting and effective manner. An educational game or simulation involves students in a form of competition or achievement related to a particular goal.

Conference participants argued that the chief advantage of games and simulations is that students can actively participate, rather than passively observe. Students must make decisions, solve problems, and react to the results of their decisions. One of the conference's presenters has studied the motivational elements in games and found that some of their key features include: challenge, self-competence, curiosity, personal control, and fantasy. She also concluded that simulation could have a favorable effect upon student attitudes and motivation. Finally, she found that games typically create a high level of student involvement and thus can be a worthwhile adjunct to many business and economics courses.

FACULTY REPORT (continued)

III. Critical and Reflective Thinking

A methodology for business students' learning must be developed to meet the critical thinking and reflective skills business professionals need when facing the challenges of an increasingly competitive global economy. It is a challenging task to effectively use the resources that maintain competency among students who are expected to become a successful labor force in the rapidly changing business environment. Traditional methodology for business education, such as classroom lecture, skill practice in team-learning activities, and self-learning modules are no longer the optimal methods for today's learning environment. In order to remain competitive in the global business environment, students must be exposed to an education that facilitates critical thinking and reflective learning as a central feature of college learning.

Engaging in reflective learning takes time and effort, but the results of using them in the classroom are rewarding. At this conference, it was argued that examples of experiential learning with the use of games and simulations serve the purpose.

Experiential Learning with Games and Simulations

Games and simulations can be used to demonstrate principles and provide experiential learning with reflective thinking. This type of active learning provides both students and instructors a break from the traditional classroom lecture and can be used to highlight and support lecture-related materials. These interactive and reflective learning activities can be designed to be very short, taking less than a single class period, or long enough to span several class periods.

Experiential and reflective learning exercises, represented by games and simulations, place students in situations where they must perform a task and experience something new. With these exercises, learning begins with concrete experiences. The goal is to encourage reflection about their experience in order to help them develop new skills or new ways of thinking. Games and simulations provide learning that is a cyclical process of experiencing, reflecting, abstracting, testing, applying, and practicing. Founded on reflective observations of these experiences, students engage in abstract conceptualization. This allows

them to generalize and learn principles that integrate their observations into working theories.

Realistic experiences provided in a classroom environment via the use of games and simulations can give a student the opportunity to face challenges that he/she may meet on the job or in "after-school" life. These activities can provide insights into many different aspects of economic and business structures and can provide students with a variety of decision-making situations frequently found in a real business environment, as well as in life. They also give students firsthand experiences and offer the opportunities to use skills previously learned and refine them into problem solving and reflective thinking skills.

IV. Technology Issues

The Use of Web-based Instruction

It has been discussed that e-learning solutions, such as WebCT, enhances the quality of learning by enabling students to take new and more active roles in the learning process. Web-based instruction has the freedom to move outside the classroom environment and expose students to experiencing/reflecting exercises that can be helpful in completing projects and assignments.

WebCT also provides increased opportunities for interaction between/among students and can create experiences promoting the development of higher-order cognitive skills rather than the simple transfer of content. Materials can be designed to address the various students' learning styles by incorporating a variety of multimedia elements, such as text, graphics, audio, video, and animation. The rapid access to resources promotes higher levels of student involvement and motivation. The rich environment of WebCT promotes study and investigation within authentic, realistic, meaningful, relevant, complex, and information-rich contexts; encourages the growth of the student, responsibility, initiative, decision-making, and intentional learning; utilizes dynamic, generative learning activities that promote higher level thinking processes (i.e. analysis, synthesis, problem solving, experimentation, and creativity among many others); and assesses student progress in learning through realistic tasks and performances. Effective WebCT-based education requires the same, if not more, faculty involvement than traditional face-to-face courses.

~AZ

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RE: SOURCES AND INFORMATION
Instructional Resources for Faculty

Useful Websites on Iraq

There are hundreds (or thousands) of web sites that have information on Iraq, the war, and related links. Here are three "super sites" that are compilations of many sites and resources. (No attempt has been made to rate these as to usefulness.) Since some of these addresses (urls) are lengthy, please let Ann Levine know if you wish her to e-mail the address for ease in accessing these sites.

Perspectives on Iraq

http://memex.lehman.cuny.edu/iraq_on_the_web.htm

This is a collection of new and "classic" resources from *lil.org* - "Librarians' Index to the Internet." Note that the *lil.org* database includes numerous other resources on topics such as peace, war, the Mid-East, nuclear weapons and disarmament, the United Nations, and specific countries and issues. Librarians' Index to the Internet is funded by the Library of California with additional grant funding from the U.S. Institute of Museum and Library Services. This site is divided into 18 main sub-sections, such as "Znet: Iraq Watch;" a collection of articles from *Z* magazine analyzing the crisis in Iraq; "Journalist's Toolbox," a site created for journalists to provide links to background material; a site to provide in-depth analysis from the Center for Defense Information; sites for American, British, as well as Iraqi News Agencies; sites presenting the anti-war posture, and much, much more.

Web Sites on Iraq from U.S. Department of State

<http://usinfo.state.gov/regional/nea/iraq/websites.htm>

This site includes war-related links to the following: U.S. Government sites (White House, Departments of State, Defense, Energy, USAID, CENTCOM); Coalition sites (UK, Australia, Denmark, Poland, Spain); Media Special Coverage (Radio Free Iraq, CNN, PBS, BBC); Non-Governmental Organizations (Human Rights Watch, Iraqi Forum for Democracy, etc.).

War with Iraq: Related Links

<http://www.latimes.com/news/nationworld/iraq/iraq-links.story>

Websites on military, demographics, and diplomacy regarding Iraq. Sub-sections include: Iraqi Military and Weapons of Mass Destruction; UN; Antiwar Groups; US Military; Word Media; Background Information.

A New Post-Cold War American Foreign Policy?

Rebuilding America's Defenses (76 pp.) is the product of *The Project for The New American Century*, "a non-profit, education organization, whose goal is to promote American global leadership." Project contributors included such well-known conservatives as Paul Wolfowitz, (currently Deputy Secretary of the U. S. Department of Defense), and William Kristol (of *The Weekly Standard*). Published in 2000, this report builds on previous reports in 1992 by then-Secretary of Defense Cheney and the 1997 Pentagon Quadrennial Defense Review and the National Defense Panel. The first 21 pages outlines a new post-Cold War comprehensive foundation for American foreign policy: a unipolar world, a preeminent role for the USA to preserve *Pax Americana*, extraordinarily ambitious military mission, and focusing on strategic competition with East Asia. This report was shared with then-Presidential candidate George W. Bush and received greater attention after 9/11. To read the full report, go to the web page of *The New American Century* at: <http://www.newamericancentury.org/publicationsreports.htm>

Documentary Reader on Anti-American Terrorism

Anti-American Terrorism and the Middle East. Edited by Barry Rubin and Judith Colp Rubin, Oxford University Press, 2002. 392 pages. Cloth: \$30.00.

This documentary source book by Barry Rubin, a leading scholar on the Middle East and editor of the journal, *Middle East Review of International Affairs*, co-edited with his journalist wife, Judith, presents a wide range of texts, including writings by Osama bin Laden (his 1996 declaration of war against the "Zionist-crusaders alliance"); speeches by Iraqi president Saddam Hussein; al-Qa'ida recruitment materials; terrorist training manuals; writings and notes from the 9/11 terrorists; charters of such organizations as Hizballah, and Hamas; historical policy documents from both U.S. and Middle East governments; and recent speeches and executive orders from President George W. Bush. Over 100 key documents chart the evolution of radical Middle East movements, their anti-Americanism, and Western policy response.

Resources for Teachers (cont.)

Supplemented by an annotated chronology, glossaries of terms and names, and introductions that put each selection in context, this reference serves both as historical background as well as a framework for understanding this long-term, continuing conflict. For exam copies, contact the West Virginia OUP representative, Andrea Hill, at hilla@oup-usa.org, or go to the OUP website at www.oup-usa.org, where you can read Chapter 1: "The Radical Critique of Islam."

From UN Publications

Women Go Global CD-ROM

An interactive, multimedia CD-ROM on the events that have been shaping the international agenda for women's equality. Offers extensive coverage of the four UN women's conferences in Mexico City, Copenhagen, Nairobi and Beijing. Issued by the National Council for Research on Women (NCRW), this CD-ROM offers a compelling history of the struggle for gender equality by following the work on the UN Commission on the Status of Women from its inception, including important documents from the UN and non-governmental organizations. Also included is a bibliography, links to key websites as well as archives on women's history, and the profiles of more than 200 key persons participating in the global effort. Minimum System Requirements: IBM PC with Windows or Mac system; 6MB of hard disk space; CD-ROM reader. Browser: IE or Netscape. Optional: sound card to access audio files. Cost: \$19.95. (See below for ordering information from UN Publications.)

The State of the World's Children 2003

Deals with the values of child participation within the context of the Millennium Development Goals and the outcomes of the General Assembly's Special Session on Children. Also presents a comprehensive set of economic and social indicators on the well-being of children around the world. 130 pp. \$22.95.

Human Development Report 2002: Deepening Democracy in a Fragmented World

Examines political participation as a dimension of human development; emphasizes the importance of political freedoms as a goal of human development, and explores how democratic institutions promote economic and social progress. 292 pp. \$22.95

To order, call toll-free (800) 253-9646. Shipping and handling: US orders add 5% (minimum \$5.00). For more information or other titles, visit web site at www.un.org

Resources for World History

Cultures in Motion. Peter N. Stearns. Yale University Press, 2001. 96 pp. Cloth: \$35; paper: \$15.95.

Highlights the significance of cross-cultural interactions and exchanges in world history. Encounters between separate societies or civilizations have resulted in the spread of major religions, vast migrations, scientific breakthroughs, the dissemination of political ideas, and many other transformations. Through a combination of case studies and color maps, the author shows how we can better understand world history by examining what happens when culture meets culture. Stearns considers the spread of major religions, such as Buddhism and Islam; voluntary and forced migrations, such as the Jewish and African diasporas; the dissemination of modern forces, e.g. nationalism and Marxism; the impact of European colonial rule on gender relations in India and in Africa; and recent global diffusion of consumer culture.

To examine for use in a course, send information, including name/ level of course and expected enrollment, plus \$5.00 for shipping and handling to: Yale University Press, PO Box 209040, New Haven CT 06520; Attn.: Direct Mail Department. Web: www.yale.edu/yup/

The Power of Scale: A Global History Approach. John H. Bodley. M.E. Sharpe, 2003. 320 pp. Paper: \$26.95.

Throughout history, the human inclination to accumulate power has led to increases in growth and scale that have amplified major social problems, such as poverty, war, and pollution. Examining what he calls the tribal world, the pre-capitalist imperial world, and the commercially organized world, the author argues that individuals, not social classes, have been the agents of change. The text looks at how increases in scale necessarily lead to an increasingly small elite gaining disproportionate power, ironically making democratic control more difficult to achieve and maintain.

For a 60-day examination copy (keep free if you adopt for classroom use, or purchase at 20% discount for own use), contact: M.E. Sharpe, College Department, 80 Business Park Dr., Armonk NY 10504; Phone (800) 541-6563. Web: www.mesharpe.com

NEWS * NEWS * NEWS * NEWS * NEWS * NEWS * NEWS * NEWS

The *FACDIS Newsletter* needs news of you -- your publications, awards, grants, activities -- your campus, organizations, faculty/student events -- both past and present. We also request information on your teaching innovations for courses in which you experimented with new teaching materials/methods. We especially would like to know if you have created your own web page and/or put your syllabi on-line (and are willing to share)!

E-mail information to Ann Levine: alevine@wvu.edu or return this form to her by mail or Fax at:

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