



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

Editor: Gretchen Peterec

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**Scholar-Diplomat Program on  
Beyond Iraq: The Challenges of North Korea & Iran**  
Washington, D.C. - March 30 - April 1, 2005



Front: Georgine Fogel, Sarah Adams, Kwame Boateng, Hang Yul Rhee  
Back: T. J. Park, Patrick Albano, Gretchen Peterec, Richard Weeks,  
Matthew Johnson, Jack Hammersmith (Hannah Geffert and Doug Smith  
not shown)

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 March, and covered thematic issue areas like international organizations, environmental degradation, world trade, and the European Union. This year we examined the extremely timely topic of **Beyond Iraq: The Challenges of North Korea & Iran**.

The program's opening speaker was Mark Fitzpatrick, Acting Deputy Assistant Secretary for Nonproliferation Controls in the Bureau of Nonproliferation of the U.S. State Department, at a luncheon at the U.S. Senate Restaurants. Fitzpatrick gave an overview of the United States' perspective on Iran and North Korea.

Following lunch the group went to the Henry L. Stimson Center to meet with Elizabeth Turpen and Lorelei Kelly, Senior Associates at the Center. They provided helpful insights into congressional attitudes and behavior, which included a presentation of their new book, *Policy Matters: Educating Congress on Peace and Security*. Turpen and Kelly 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 security issues such as peacekeeping, terrorism, cyber-threats and nuclear non-proliferation.



Doug Smith, and Elizabeth Turpen (Senior Associate,  
Henry L. Stimson Center)

The group then visited the Brookings Institution and met with Michael E. O'Hanlon, Senior Fellow, Foreign Policy Studies. O'Hanlon has written widely on foreign policy issues, including *Crisis on the Korean Peninsula*, one of the readings for the program.

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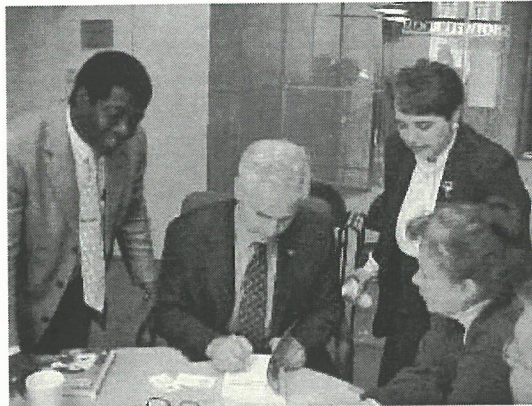
**Special point of interest:**

- 25th Anniversary  
Workshops  
November 2-4, 2005





Scholar-Diplomat Program Continued From Page 1 ...



Kwame Boateng, Joseph Cirincione (Sr. Associate and Director for Nonproliferation, Carnegie Endowment for International Peace), Georgine Fogel, Hannah Geffert

On Thursday, the group began their day with a visit to the Carnegie Endowment for International Peace. Here Joseph Cirincione, Senior Associate and Director for Nonproliferation, gave a well-received discussion on "The Need for a New, Effective Nonproliferation Policy."

Next on the agenda was a visit to the Monterey Institute of International Studies and a meeting with Lawrence Scheinman, Distinguished Professor for the Center for Nonproliferation Studies. He gave a comprehensive and factual talk on proliferation and the civil nuclear fuel

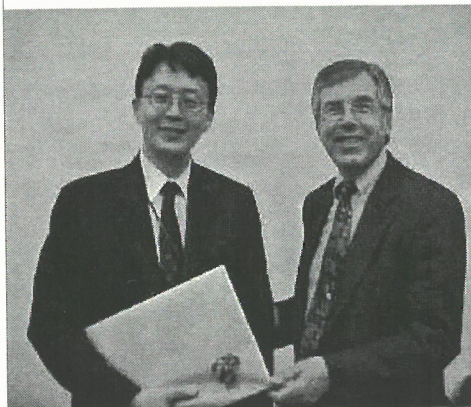
cycle, which helped to frame so many of the later sessions and provided a better understanding on many of the background elements so necessary to understand today's policy debates.



Larry Scheinman (Distinguished Professor for the Center for Nonproliferation Studies at the Monterey Institute) and Sarah Adams

Thursday mornings' meetings were followed by a lunch with Masataka Okano, Political Counselor for the Embassy of Japan. His talk highlighted the challenges Japan faces in East Asia, with particular attention to the North Korean question.

Just prior to his current posting in Washington, Okano served as Political Counselor in the Japanese Embassy in Beijing, which added an additional dimension to his insights.

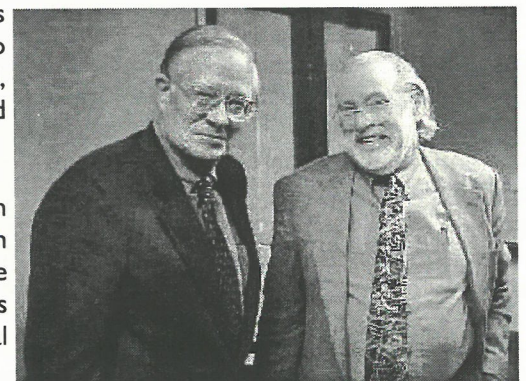


Masataka Okano (Political Counselor for Embassy of Japan) and Jack Hammersmith

Thursday afternoon included visits to the Center for Strategic and International Studies (CSIS) and the Arms Control Association. At CSIS Korean expert Joel Wit, Senior Fellow, International Security Program, discussed the challenges and problems of proliferation, drawing from his many years of direct involvement with proliferation negotiations. Wit had been, most notably, the Coordinator for the 1994 U.S.-North Korea Agreed Framework and was responsible for U.S. policy related to the implementation of the agreement.

support effective arms control measures pertaining to nuclear, chemical, biological, and conventional weapons, especially in the context of Iran and North Korea.

A meeting with Daryl Kimball, Executive Director of the Arms Control Association, concluded Thursday's briefings. Kimball provided the participants insights into the Association's efforts to educate the public to



Anthony H. Cordesman (Arleigh H. Burke Chair in Strategy, CSIS) and Richard Weeks

Friday began with a return trip to CSIS to meet this time with an Iranian expert, Anthony H. Cordesman, who holds the Arleigh A. Burke Chair in Strategy. He touched upon, among many other complex issues, the artificiality of many "war games" and the potential helpfulness of arms control. In addition to his position at CSIS, Cordesman is also a national security analyst for ABC News.





*Scholar-Diplomat Program Continued From Page 2 ...*

The Scholar-Diplomat Program concluded with talks by three diplomatic officials. The first two were Hubert Lang, Counselor for Political Affairs, from the German Embassy, and Pierre Thénard, Political Counselor, from the French Embassy. Lang and Thénard outlined the positive steps Europe has been taking to consolidate their efforts into a more unified and effective framework, especially in their initiatives to engage the Iranians. The final speaker was Pakistani Ambassador Jehangir Karamat. Ambassador Karamat discussed the political history of U.S.-Pakistani relations, highlighting in particular the War on Terror and regional security concerns. He detailed the problems of today and the prospects for tomorrow faced by our two countries and the region as a whole.



Georgine Fogel, Hang Yul Rhee, Jehangir Karamat (Pakistani Ambassador), and Richard Weeks

Ten FACDIS faculty from various West Virginia institutions of higher education participated in this program, plus two program coordinators, FACDIS Director **Jack Hammersmith** and **Gretchen Peterec** (FACDIS). 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. This year was no exception. Of the ten participants, five were first-time attendees. We hope other faculty will consider applying in the future. Faculty who have not attended, but who demonstrate that they can use the material in their classes, will receive priority, but all FACDIS faculty are welcome to apply.

**PLEASE MARK YOUR CALENDAR!**

**FACDIS 25th Silver Anniversary Conference & Workshops**

*World Regions and the Globe*  
And  
*The FACDIS International Film Festival*

**November 2-4, 2005**  
**Lakeview Resort & Conference Center**  
**Morgantown, WV**





## FACULTY REPORTS

**Meeting: Modern Language Association Annual Convention, Philadelphia, PA. December 28-30, 2004**  
**FACDIS Faculty Member: Christina Czajkoski, Associate Professor of Modern Languages,**  
**Wheeling Jesuit University**

Attending the Modern Language Association annual convention in December 04 reinvigorated my interest in the work of humanities scholars. Enconced in my own milieu of teaching language skills to undergraduates for practical purposes, I had dim recollections of the enjoyment experienced when delving into the nuances of Spanish poetry and prose. When the opportunity arose to teach a survey course of one thousand years of Peninsular Spanish literature in the fall of 04, I set out on a journey to the MLA to reawaken my sense of appreciation and awe for Spanish letters and culture. The presentations I attended focused on both the general and the specific: future directions of the humanities in terms of scholarship and teaching, and strategies for teaching Golden Age poetry. Both sessions contributed to course preparation: professional development to inform teaching and examples of classroom applications for literature instruction.

The discussion of the Presidential Forum on the Future of the Humanities centered on defining and defending what it means to be a humanities scholar. Questions elicited from group members representing English and Foreign Language professionals related to administrative evaluations of quality of scholarly work and the need to justify the relevance of literary teaching. Panelists John David Guillory (New York University) and Kwame Anthony Appiah (Princeton) argued that the profession needs to be very clear about what it means to be a specialist in the humanities. Instead of telling people how to live, scholarly teaching leads students to the answers by providing the tools for discernment. Through exposure to historical and theoretical interpretations of text, students see the consequences of actualizing various viewpoints—thus enhancing the potential for predictability and reasoned judgment. Re-imagining what it means to be a literary specialist invites reflection into the nature of our work as both scholars and teachers.

The presenters also referred us to a website containing an online magazine of humanities projects and people in the arts: <http://framingthequestions@berkeley.edu>. "Each story explores how questions 'framed' in the humanities address our need to understand an ever more complex world." (p. 1 of the web site). Issue 9 of the magazine

features undergraduate research projects in the humanities and includes useful links for further research. FACDIS members may wish to avail themselves to this free resource. For articles on the scholarship of teaching, consult <http://mountainrise.wcu.edu>; the electronic, international, peer-reviewed publication encourages authors world wide to submit articles about the teaching/learning process as a scholarly activity.

The program entitled *Teaching Golden Age Poetry: Challenges, Choices, and Strategies* (sponsored by the Division of Sixteenth and Seventeenth Century Spanish Poetry and Prose) provided three different perspectives in approaching the teaching task as well as a list of websites on Hispanic literatures and cultures. The first presenter, Edward H. Friedman of Vanderbilt University, discussed the need to make "old" poetry relevant to novice learners. In an undergraduate anthology course, he chooses fifteen figures who exemplify the poet's burden as a writer in literary history. He cited three in particular: Garcilaso de la Vega for the sense of balance in his discourse despite the level of emotion; Luis de Gongora for the extravagant use of language in the text; and Pedro Salinas for the generic breadth of meaning. Three questions frame Dr. Vanderbilt's approach to teaching beginners and poetry: 1) "What is the poem about?" (poet as historical figure and accomplished writer); 2) "How do language and content function reciprocally?" (structure unity of the poem); 3) "How does the poem reflect the poet's voice?" (poet's individual viewpoint). For more teaching techniques, he suggests reading *Semiotics of Poetry* by Michael Riffleterre (1978).

Somewhat less traditional, but still mindful of the past, Steven Wagschal from Indiana University at Bloomington uses computer illustrations to bridge literary culture with the current dominant visual culture. His interesting and varied presentation: *Garcilaso Goes to the Met: Fine Arts and the Hypertext Sonnet*, highlighted the use of the computer as the perfect vehicle for juxtaposition of text and image. His purpose is to show the interconnectedness between Golden Age Sonnets and the arts by displaying hypertext versions of the poems along with links to European paintings of the 16th





*Faculty Reports Continued From Page 4 ...*

and 17th centuries. Visit the web site [www.indiana.edu/~ekfrasis/sonnets](http://www.indiana.edu/~ekfrasis/sonnets) for the actual demonstration of his project. He theorizes that students will see metaphors based on the deep relationships between text and images of the Golden Age. Students also listened to sound files of the poems narrated in Spanish and composed their own sonnets. Wagschal acknowledged that presenting material online requires continual refinement and field testing, even though most students in his classes are familiar with electronic learning.

Ignacio E. Navarrete from the University of California at Berkeley offered another innovative use of technology in teaching: "Modeling Intertextuality through the Use of Hypertext." Three examples of his creativity in assigning student work include commentary writing, acting, and power point presentations. Rather than having them argue a thesis, Navarrete asks his students to write broad and complete accounts about single chapters of *Don Quijote*. They cite specific passages from a chapter and explain the conversation between the characters, the plot, the use of language, the relationship of the chapter to the general text themes, the historical background, etc. For peer review, a composite commentary of all the students' contributions is posted to the course website. Students enrolled in theater arts act out scenes from the book which are digitized and posted to the web. Their

classmates view the scenes and contribute participant comments. For the power point, students start by observing relationships in the text and representing them through mind maps of words and image clusters. Navarrete says that students can perceive connections by experimenting with conceptual space in preparing their power point slides. He also requires them to compile their own study questions to accompany the presentation.

For more information, consult the website <http://Spanish-Portuguese@berkeley.edu/lkins.html>, *Related Links*, for a list of pertinent websites. For devotees of Miguel de Cervantes, I recommend <http://cvc.cervantes.es/portada.htm> for a comprehensive treatment of the author and his works. The SiSpain site, [www.sispain.org](http://www.sispain.org), is a free interactive exchange of information on Spain, its current affairs, history, literature, and culture. The [www.georgetown.edu/labyrinth/labyrinth-home.html](http://www.georgetown.edu/labyrinth/labyrinth-home.html) site contains organized access to electronic resources in medieval studies. All three presentations helped the audience to visualize new and imaginative ways to teach advanced Spanish literature. There was no question-answer period following the sessions, as the hotel alarm sounded with instruction to leave the building via the stairways. Luckily, we were on the third floor and not the 30th!

**Meeting: 16th Annual Teaching Economics: Instruction and Classroom Based Research hosted by Robert Morris University and McGraw Hill/Irwin Publishing Company, Moon Township, Pennsylvania. February 17-19, 2005.**  
**FACDIS Faculty Member: Alina Zapalska, Professor of Economics, Marshall University**

The conference had several sessions on the following topics: internationalizing the curriculum, teaching techniques, use of writing to learn, use of PCs in teaching, active learning, diversity in economics education, economics of the arts, assessing student learning, classroom based research, economics of sports, evaluation of teaching, distance learning, and teaching techniques.

The most interesting topics presented at the RMU conference are summarized below.

**Reflective and experiential learning**

In sessions on reflective and experiential learning, presenters discussed the fact that business education has

often been criticized for relying too heavily on passive lectures that leave students unchallenged with no room for reflective thinking. In response, presenters argued that there must be an increased interest in using experiential learning that actively involves students in the learning process to facilitate their own learning and growth. Through active learning via case studies, games and simulations that are developed by the instructor who uses his own experience from faculty internships, students are pushed to analyze what they have learned, and to discuss and clarify their own reasoning. In this context, the goal of college business education is to develop each student into a reflective learner. The role of the faculty internship may be used to change the way the instructor may teach. The ultimate goal must be to





### *Faculty Reports Continued From Page 5 ...*

develop reflective learners and lifelong learners, who perceive every experience as an opportunity for growth, change, and development of understanding.

It was also argued students' experiences may be re-examined through active techniques developed by faculty engaged in faculty internships. Suggested techniques that faculty can develop from internship experience include games and simulations that put students actively into experiencing various aspects of the business environment. By active participation in learning, students learn to reflect, recognize, apply, and reason from general rules to problematic business situations. Engaging in reflective learning requires students to assume the perspective of external observers in order to identify the assumptions and feelings underlying their practice and then to speculate about how these assumptions and feelings affect their practice.

There was also a session on reflective learning in business college education as an important element for professional development. It was argued that the role of reflecting and experiential learning is integral to optimizing learning opportunities. College education must take into account all available avenues to assist and develop students into critically reflective thinkers who can successfully function in the competitive workplace. Utilizing reflective and experiential learning through case studies is an educational approach worth pursuing in business college education. An effective instructor with faculty internship experience can use widely different techniques and strategies, and modify and improve these processes with careful and continuing consideration. By giving students opportunities to use their knowledge, make decisions, solve problems, and create new knowledge via active learning, reflective thinking processes can emerge.

#### **Technology and online education**

There were several sessions on distance and online education. It was argued that online learning has proven to be an acceptable alternative form of college education. With its greater power to reach wider audiences in a rapid and cost efficient manner, online courses can provide quality distance education.

Online learning is a powerful and effective tool for learning through which students learn by maximizing the use of expanded interaction opportunities in their work and personal environments. Online education, when well-designed, can provide a practical, convenient, and economical opportunity for learners who are unable to

take advantage of residential educational opportunities. In the traditional classroom, learners' experiences are largely shaped by their interaction within various classroom sources. The types of interactions fostered in an online environment allow self-paced interactive learning instead of the geographical-and-time-schedule constraint that is present in a traditional university.

A couple of presenters argued that the rich environment of Blackboard, WebCT and WebCT VISTA can: (1) promote study and investigation within authentic, realistic, meaningful, relevant, complex, and information-rich contexts; (2) encourage the growth of student responsibility, initiative, decision-making, and intentional learning; (3) cultivate an atmosphere of cooperative learning among students and teachers; (4) utilize dynamic, generative learning activities that promote sound thinking (i.e. analysis, synthesis, problem solving, experimentation, and creativity among many others); and (5) assess student progress in learning through realistic tasks and performances

It was also argued that in order to help students succeed in online education instructors must understand how students learn, how they perceive, and how they process information. Learning styles of online students must be identified so that the instructor can plan appropriate teaching strategies to accommodate individual strengths and needs. It is very important for instructors to share information with students about their learning styles and the preferred teaching strategies to accommodate those styles. Each online course should accommodate all types of learners. It is necessary to provide a number of different learning options that take into account different learning styles. Combining a mixture of approaches and teaching methods allows online students to choose the instructional style that best fits their individual learning styles.

#### **Active learning using games and simulations**

It was argued that many business and economics teachers have embraced simulations and games with great enthusiasm over the last several years. Games and simulations are fun and require students' active participation and decision-making throughout the learning process. They also allow practicing real life behaviors in simulated scenarios and eliciting students' responses to situations that illustrate realistic environments. The use of games and simulations contributes to students' learning and makes classroom study more real as the students have the opportunity to experience decision-making in a dynamic setting.





*Faculty Reports Continued From Page 6 ...*

It was also discussed that the use of games and simulations raises many questions about their use, the role of the teacher, the time and space required, which games are appropriate, evaluation procedures, and the benefits and drawbacks of using games. It was stressed that games and simulations can give students real experiences and make concepts learned more meaningful. Games and simulations are active learning exercises that can be used for improving teaching effectiveness through promotion of active and effective information gathering and organization followed by comprehension, application, analysis, synthesis, and evaluation. All these elements contribute to an effective process of learning where cognitive thinking skills are developed and practiced. The games and simulations appear to have a strong impact on the students because their role-playing facilitates effective active learning and the acceptance of new concepts and generates increased student interest, enthusiasm, and motivation. Educational games and simulations are excellent teaching tools that offer students hands-on experience.

**The internationalization of college education**

Cultural awareness has become an important goal of higher education in the 21st century. In an attempt to generate such awareness, many universities throughout the world are now devoting a portion of their scarce resources to educational endeavors that are international in character. Some presenters argued that university study abroad and exchange programs offer practical vehicles for achieving curricular integration of international topics that enhance the understanding of different cultures, races, customs, and business practices.

It was argued that college education must adjust to a more global, culturally diverse, and competitive world. The challenge is to prepare college graduates who are competent to function professionally in a domestic environment to make rational decisions in the context of

a competitive international society and global economy. The internationalization of the college curriculum is becoming increasingly important as it encourages understanding of other nations' cultures and religions and fosters an awareness of transnational and trans-cultural problems. International education develops the skills, knowledge, and attitudes that are necessary for successful decision-making in a world characterized by cultural pluralism, interconnectedness, and international economic competition, and it prepares graduates to work more effectively in a global economy.

Presenters argued that colleges and universities are internationalizing college education in several ways. Most schools educate students from abroad and send their own students to universities in other countries. More universities are making it possible for their own faculties to teach or engage in research abroad. Foreign professors are appointed on either a temporary or a permanent basis. This type of interaction also encourages intercultural awareness among students, faculty, administrators, and staff. Goals for international education are also included in campus-wide strategic plans, comparative and international assessments are incorporated into individual disciplines, and core curricula are altered to ensure that the foreign languages and the knowledge of other cultures are part of the college curriculum.

Presenters argued that more emphasis should be placed on program development that increases awareness of foreign cultures, religions, life styles, and knowledge of international and global economy among college students, faculty, and staff. Experience with diverse aspects of cultures, the global economy, and international business creates a better understanding of other people and develops cultural attitudes that have a positive effect on a college education.

**Meeting: 41st Annual Meeting of the Midwest Business Administration Association, Chicago, IL.  
March 16-18, 2005.**

**FACDIS Faculty Member: Georgine Fogel, Professor of Business, Salem International University**

The 41st Annual Meeting of the Midwest Business Administration Association (MBAA) was held at the Palmer House Hilton in Chicago, IL on March 16-18, 2005. As an officer (past president) of the Midwest Business Administration Association and presenter of *Evaluation and Measurement in Marketing*, I attended several sessions on teaching business ethics, international

business, and marketing. This conference is a multidisciplinary meeting where faculty share their experiences in different business disciplines including accounting, human resource management, operations management, international business, marketing, small business management, management information systems, case studies, and business law. The following is an



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example of some of the sessions I attended:

*The Web-Enhanced Class: Questions to Ask and Options to Consider* by Michelle B. Kunz, Morehead State University. This presentation addressed issues, questions, and options available to instructors who want to provide additional support materials for a traditional classroom course via the web. Three specific options of class material management are addressed, with advantages and disadvantages for each discussed.

*Panel Discussion on E-Marketing: 1. Business-to-Business Selling and Sales Management* by J. Holton Wilson, Central Michigan University, Moderator. *2. Consumer Behavior, Marketing Research, and Promotions* by JoAnn Linrud, Central Michigan University, Moderator. These two panel discussions addressed the topics of marketing on the Internet from two standpoints: the use of e-marketing by practitioners and the application of that information to course content. This topic is relevant to teaching business since marketing is more and more influenced by the Internet. Some of the discussions addressed expectations for future marketing on the Internet and how E-Commerce can become part of the classroom teachings in marketing.

*Incorporating Business Geographics into Undergraduate Marketing: an Initial Evaluation* by Mary McNally, Montana State University at Billings. This presentation discussed how Montana State University at Billings developed a one-credit marketing mapping lab to introduce business students to applications of business Geographic Information Systems (GIS). GIS is a technology with potentially broad but, as yet, unrealized applicability in business education. It allows social, economics, and physical variables to be "mapped" and analyzed on a spatial basis. It also facilitates complex manipulation and integration of large data sets – including census, market, and consumer behavior variables. GIS applications are

increasingly found in a variety of settings and in a range of organizations. Large corporations have long recognized the value of this technology, and smaller organizations are also realizing its potential. Previously, GIS was a highly technical field, accessible only to specialists. Now the development of user-friendly PC packages and the availability of digital demographics data allow non-technical users relatively easy access to potentially powerful analytic tools. Based on outcomes it appears that basic applications of this technology can be successfully incorporated in the undergraduate marketing curriculum.

*Teaching with Case Studies* panel discussion presenters discussed that students comprehend classroom material better when concepts are defined and illustrated via case studies. The discussant gave examples of how to incorporate cases in business classes. Started at the Harvard Business School in the 1920s, case teaching derives from the philosophy of John Dewey that education should be directly linked to the future life experiences. As such, the case method enables us to develop and refine problem-solving abilities through in-depth analysis of complex issues. Teaching with case studies serves a variety of teaching objectives. The central reason for teaching with case studies is to (1) transfer the responsibility for learning from the teacher to the student, shifting from passive absorption toward active construction and (2) develop and foster analytic and critical thinking. According to theories of active learning, the use of case studies allows students to apply their knowledge in understanding new material in a practical way. Case studies allow students to become actively involved with the information presented via a case by analyzing, synthesizing, and evaluating, rather than just passively receiving it and memorizing it. Case studies also generate a cause-effect relationship between the ideas presented which leads to a better understanding of the concepts.

**Meeting: Nineteenth Century French Studies Colloquium, St. Louis, MO. October 27-30, 2004**  
**FACDIS Faculty Member: Valerie Ives, Professor of Languages and Literature, Fairmont State Univ.**

Attending the Nineteenth Century French Studies Colloquium in St. Louis at Washington University has enabled me to renew contacts with the faculty that once guided me towards the completion of my Ph.D in that very same institution several years ago. This past semester I had the opportunity to present a paper on

Zola entitled *L'Étrangère ou la création aux frontières de l'Inconnue*. This paper not only gave me the opportunity to refresh and expand on some notions I had previously exposed in my dissertation but enhanced my approach with several perspectives crossing disciplines. These interdisciplinary perspectives which conjugate art,





*Faculty Reports Continued From Page 8 ...*

gender, literature and psychoanalysis prove themselves extremely seductive for my students who, more and more, are currently undertaking a double major and are looking forward to a more enriched interpretation of cultural or literary material. As for me, the approach I have chosen also responds to my personal vision of not only teaching a foreign language, but applying its knowledge to as many fields as possible. My strategy has already paid off. I have already developed several partnerships on various projects with different schools on our campus and the French program is going strong.

The conference gave me the opportunity to attend some wonderful lectures on painting and topics inherent to artistic production such as anxiety of influence, artistic warfare, and the disintegration of genre. These lectures gave me the idea to integrate some of these topics in my class on French Literary Currents as well as in my course on Modern French Fiction as a way to sharpen the critical skills of my students. Another seminar on Racism and Anti-Semitism will definitely enhance my class on French Civilization and Culture and offer my students many additional perspectives for research papers.

## NEWS AND NOTES

**Garrett Olmsted**, Social Sciences, Bluefield State College, was selected by the search engine "Answers.com" as its authority on the "Celtic Region." *Celtic Art in Transition During the First Century B.C.* and *Gods of the Celts & the Indo-Europeans* are two of Olmsted's two most recent books on the subject. According to Olmsted, "Answers.com" has been mentioned by the *Wall Street Journal* as a one-of-a-kind site.

**Steven Zdatny**, History, West Virginia University, was one of five professors recognized by the West Virginia University Foundation for outstanding teaching this year. Zdatny joined the WVU faculty in 1994 and has taught both undergraduate and graduate classes.

## BOOK REVIEW

***France in Crisis. Welfare, Inequality and Globalization since 1980* by Timothy B. Smith. Cambridge University Press. Cambridge: U.K. 2004. 296 pages. US \$ 16.95.**

**Reviewed by Carmen M. Durrani, Asst. Prof. of Foreign Languages, Concord University, Athens, WV.**

The author, Timothy B. Smith is Associate Professor of History at Queen's University, Ontario, where he teaches modern European history, comparative public policy and the history of globalization. Having worked in France in the late 1990s, he adds a personal dimension to his research findings, as he examines the underlying problems besetting the current political economy, the French welfare state and its future role in a "globalizing" context.

The greatest credit I can give this very well researched book is that it draws the reader into the thick web of unresolved economic and social conflicts, as if it were a detective story with twists and turns. The author provides all the necessary clues to understand the historical background of the corporatist nature of the French welfare state, as it equates good benefits with good jobs, in a very straightforward manner. The urgency for reform in all sectors is all too apparent.

Professor Smith argues (1) that economic success or failure is still mainly determined by domestic political decisions rather than by global trade; (2) that the French welfare state can become more equitable and efficient than it is now and (3) that economic reform can be consistent with social democratic ideals. He insists that it was, after all, the dynamic economy itself, not the state, the labor laws, or the social security system, which created prosperity. He quotes Prime Minister Jospin, who stated that France would be a "social-market society," not a "market society." He goes on to explain the term "corporatism" used by the French themselves to refer to the existence of occupation-





*Book Review Continued From Page 9 ...*

based social fund, which favors corporatist privilege and, therefore, belies the notion of "solidarity" with all sectors of the economy.

Indeed, benefits are not universal in nature, since members of different occupations have bargained and often gone on strike to gain more favorable deals for themselves within the welfare state. Mentioned are the self-employed, civil servants, teachers, highly paid professionals or "cadres," farmers, miners, merchant sailors, train conductors, etc. Any of these separate but unequal social insurance funds can be « hijacked » by the most powerful, vocal, skilled and organized white male workforce, also referred to as "the solidarity aristocracy." According to the author, the so-called "self-financing" corporatist system of "professional solidarity," is financed by outsiders through annual taxpayer bail-outs. Furthermore, since France does not adequately distribute national income between the rich and the poor, unusually long-term unemployment affects youth, unskilled workers, women and immigrants. They are victimized by a system of social spending that protects the older, "entrenched" workers and offers very little to the others.

According to the figures attributed to Olivier Galland, 1.8 million people were unemployed and non-insured by 1997; they were mostly young workers, rejected and abandoned by the labor market and the state. The two-thirds of the labor force, generally aged forty to sixty, are protected in secure jobs for life, whereas the younger one-third is subjected to American-style job insecurity and revolving-door process of low wages, lower social benefits, and part-time work. The dramatic increase of state spending on health care, pensions, and cultural programs since the 1990s, has adversely affected the education sector, especially funding for higher education and creation of new jobs for the graduates. Although the university enrollment has doubled since 1980, only one-third of the undergraduates finish their degrees and many of them take up unskilled jobs or low paying internships upon graduation.

In order to help the rather large minority of the population, the comfortable majority (up to 60%) would have to give up some of the benefits, including regular wage increases, more holidays and a shorter work week for the sake of creating new jobs. Up to 40% of the working-age population is either poor (1.7 million), unemployed (9.5 % of the labor force), or underemployed with access to limited social benefits under the current social policy, dictated by the interests of the privileged French retirees and the one-quarter of unionized workers in the public sector. These workers have discovered their power to stall social security reform by paralyzing the nation with political strikes to seek more benefits for themselves in the name of "solidarity."

Another interesting aspect of this book is the comparisons the author makes with the social policies of other European states and the United States, contrasting, for example, the Dutch pragmatism with French dogmatism. Lest we forget, France also has a long history of tolerating high degrees of income inequality, since social spending is financed by a mixture of unusually regressive payroll and regressive sales taxes, and a more recent general social contribution tax. Luigi Barzini is quoted with reference to the privileged spot France's wealthiest citizens occupy in the welfare state: "France is perpetually torn between its dream of a more just society and its reluctance to give up its old comfortable but inequitable ways." Meanwhile millions of young people are trapped in the unemployment and underemployment ghetto.

The variety and complexity of social, economic and political issues raised in this book call for interdisciplinary discussions between students and faculty and for an answer to the poignant question whether French business and political elites can afford to shirk their responsibility to help the poor and unemployed French.





### Upcoming Meetings of Special Interest

**Computer Assisted Language Instruction Consortium (CALICO) 2005 Annual Symposium. Michigan State University. May 17-21, 2005.** Theme: *CALL and the Year of Languages: Critical Needs.* Conference will focus on uses of cutting edge technologies in foreign language teaching and learning with an emphasis on collaboration. Deadline for early registration: April 18, 2005. Contact: CALICO, Texas State University, 214 Centennial Hall, San Marcos, TX 78666; Phone: (512) 245-1417; Fax: (512) 245-9089; E-mail: [info@calico.org](mailto:info@calico.org); Web: <http://www.calico.org>

**NAFSA: Association of International Educators Annual Conference. Washington State Convention and Trade Center. May 29-June 3, 2005.** 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 22, 2005.** For information: Phone: (202) 737-3699; E-mail: [nafsa2005@nafsa.org](mailto:nafsa2005@nafsa.org) Website: <http://www.nafsa.org>

**Fourth Biennial International Conference on Language Teacher Education. Radisson-Metrodome Hotel, Minneapolis, MN. June 2-4, 2005.** The mission of the conference is to address the education of teachers of all languages, at all instructional and institutional levels, and in all the many national and international contexts in which this takes place. For information contact: Center for Advanced Research on Language Acquisition, 619 Heller Hall, 271—19th Avenue South, Minneapolis, MN 55455; Phone: (612) 626-8600; Fax: (612) 624-7514; E-mail: [Carla@umn.edu](mailto:Carla@umn.edu); Web: <http://www.carla.umn.edu>

**14th Annual World History Association Meeting (WHA). Al Akhawayn University, Ifrane, Morocco. June 27-29, 2005.** Conference themes: *The Mediterranean in World History; Africa in World History.* For further information contact: WHA Headquarters at (808) 956-7688; E-mail: [thewha@hawaii.edu](mailto:thewha@hawaii.edu); Web: <http://www.thewha.org>

**World Association for Case Method and Application 22nd International Conference. Brno, Czech Republic. July 3-6, 2005.** 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. For further information contact: WACRA. Phone: (781) 444-8982; Fax: (781) 444-1548; E-mail: [wacra@rcn.com](mailto:wacra@rcn.com); Web: <http://www.wacra.org>

**28th Annual Meeting of International Political Psychology (ISPP). Toronto, Canada. July 3-6, 2005.** Theme: *Political Psychology Facing the Real World.* For information contact: ISPP Central Office, Moynihan Institute of Global Affairs, 346 Eggers Hall, Syracuse University, Syracuse, NY 13244; Phone: (315) 443-2199; Web: <http://ispp.org>; E-mail: [ispp@maxwell.syr.edu](mailto:ispp@maxwell.syr.edu)

**Annual Convention of American Association of Teachers of French (AATF). Hilton Hotel, Quebec City. July 7-10, 2005.** For information 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](mailto:abrate@siu.edu); Web: <http://www.frenchteachers.org>

**Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP). Sheraton Hotel, New York City. July 28-August 1, 2005.** For information contact: Executive Director, Carol E. Klein, AATSP, 423 Exton Commons, Exton, PA 19341-2451; Phone: (610) 363-7005; E-mail: [cklein@aatsp.org](mailto:cklein@aatsp.org); Web: <http://www.aatsp.org>

**30th Colloquium on Literature and Film. September 15-17, 2005. West Virginia University, Morgantown, WV. Call for Papers.** This year's Colloquium emphasizes modern literature and recent film treatments. Please submit 300-word proposals for papers and/or panels by **May 1, 2005** to Armand Singer at [wvucoll@mail.wvu.edu](mailto:wvucoll@mail.wvu.edu). Include a cover letter containing the proposal's title, complete contact information, and institutional affiliation. Attachments should be in Microsoft 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. For topic suggestions and more information visit the website at: <http://www.as.wvu.edu/forlang>





## Faculty Professional Development Opportunities

### Foreign Language Educator Summer Institutes

**Center for Advanced Research on Language Acquisition (CARLA)** will offer its 10th annual series of summer institutes for second language teachers, with its goal to connect research with practice. The interactive workshops include discussion, theory-building, hands-on activities, and networking with colleagues. The cost of each of the summer institutes is \$300 (register by May 31) or \$350 after that date. Topics and dates for Summer 2005 programs:

- *Developing Proficiency-Based Test Items for Less Commonly Taught Languages: Reading and Writing:* June 20-24, 2005. (No cost for instruction or materials for this workshop.)
- *Developing Proficiency-Based Test Items for LCTLs: Listening:* June 27-July 1, 2005. (No cost for instruction or materials for this workshop.)
- *Material Developments for Less Commonly Taught Languages:* July 11-15, 2005
- *Culture as the Core in the Second Language Classroom:* July 11-15, 2005
- *Second Language Acquisition: Basics for Teachers:* July 18-22, 2005
- *Using Technology in Second Language Teaching:* July 18-22, 2005
- *Styles and Strategies-Based Instruction:* July 25-29, 2005
- *Developing Assessments for the Second Language Classroom:* July 25-29, 2005
- *Maximizing Study Abroad: Strategies for Language and Culture Learning:* July 25-29, 2005

For information contact: CARLA, University of Minnesota, 619 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455; (612) 626-8600; Fax: (612) 624-7514; E-mail: [Carla@umn.edu](mailto:Carla@umn.edu); Web: <http://Carla.acad.umn.edu>

**Penn State Foreign Language Workshops.** This year CALPER will offer seven workshops for professional language educators at the Penn State Campus. All **one-day** workshops are free of charge. Registration must be received by June 1, 2005. The cost of the **two-day** workshop is \$75 if received before June 1, 2005 and \$100 after June 1, 2005. For further information concerning the following workshops visit the website at: <http://calper.la.psu.edu/profdev.php>

#### June 29, 2005

- *Investigating Real Language*

- *Using Technology to Promote Advanced Language Proficiency*

#### July 6, 2005

- *Project Work: Linking content and Language Instruction*
- *Conceptual Fluency, Emotional Narrative Competence as Components of Advanced Language Proficiency*
- *Recent Research on Language Learning During Education Abroad*

- *Pragmatics in Cyberspace*

#### July 10 & 11, 2005

- *Performance-based Second Language Assessment*

**Summer Institutes: Language Acquisition Resource Center (LARC). San Diego State University.** Each year LARC offers a group of summer workshops. These workshops provide teacher training to educators from around the world. Topics and dates for Summer 2005 programs:

#### July 6-29, 2005

- *Training for Distinguished Level Arabic*  
Cost: \$3,070 with 6 hrs. credit, \$2,200 without
- *Training for Distinguished Level Persian*  
Cost: \$3,070 with 6 hrs. credit, \$2,200 without

#### July 6-7, 2005

- *Working with Digital media:*  
Cost: \$50

#### July 11-15, 2005

- *Digital Media Archive (DMA): The Dynamics of Digital Media for Foreign Language Teaching and Learning*  
Cost: \$150
- *Heritage Language Materials Development for the Less Commonly Taught Languages*  
Cost: \$150

#### July 25-29, 2005

- *Speech Typology*  
Cost: \$150

For further information: visit the website at <http://larcnet.sdsu.edu/workshops.php>; E-mail: [nlrcsd@mail.sdsu.edu](mailto:nlrcsd@mail.sdsu.edu)

**Summer 2005 Institute: National Capital Language Resource Center (NCLRC).** This year NCLRC will offer eighteen summer institutes with the aim of providing foreign language educators, of all levels, with practical ideas for improving foreign language instruction. The institutes will be held on various dates from **May 23-July 15th, 2005** in Washington, DC. For descriptions of each institute, and to register, visit the website at: <http://nclrc.org/Suin05main.htm>





*Faculty Professional Development Opportunities Continued From Page 12 ...*

**Balkan Studies Training Workshop for Junior Scholars: June 21-23, 2005, University of Illinois at Urbana-Champaign.** The Russian, East European, and Eurasian Center at the University of Illinois, Urbana-Champaign, invites advanced doctoral students and junior faculty to take part in a three-day workshop, **June 21-23**. The central aim of the workshop is to "bring together advanced doctoral students and junior faculty who focus on the modern Balkans in various disciplines to discuss their work and issues in the field." Scholarships are available.

Other REEC summer activities to be held at the University of Illinois include: **REEEC-AWSS International Conference.** Theme: *Commodity, Consumer, Entrepreneur: Women and the Marketplace*, June 24-June 25; **Summer Symposium.** Theme: *Slavery in the 21st Century: Trafficking of Women and Children*, June 25. **Curriculum Development Workshop on Russia**, June 25-29;

For further information about these programs, contact: the Russian, East European, and Eurasian Center, University of Illinois at Urbana Champaign, 104 International Studies Building, MC-487, 910 S Fifth Street, Champaign, IL 61820-6216; phone: (217)333-6022; E-mail: [lypark@uiuc.edu](mailto:lypark@uiuc.edu); Web: [www.reec.uiuc.edu](http://www.reec.uiuc.edu)

**20th Annual Berlin-Prague Seminar: June 21-July 1, 2005.** The 20th Annual Berlin-Prague Seminar, organized by Bradley University, will be held at Prague University of Economics (June 21-June 25) and the European Academy of Berlin (June 26-July 1). The seminar is intended to inform college faculty about a wide range of issues facing contemporary Germany and the Czech Republic. Past presentations have focused on politics, foreign policy, history, societal issues, the media, and art. Participants may choose to attend one or both segments of the seminar. For further information contact: Dr. John A. Williams, Department of History, Bradley University, Peoria, IL 61625; Phone: (309) 677-3182; Fax: (309) 677-3377; E-mail: [johnw@bradley.edu](mailto:johnw@bradley.edu); Web: <http://www.bradley.edu/academics/las/his/Berlin/>

#### **Two Asian Studies Summer Institutes in Hawaii:**

**Southeast Asia: The Interplay of Indigenous Cultures and Outside Influences: June 20-July 22, 2005.** This five-week institute, funded by the National Endowment for the Humanities, will explore the cultures and social structures of Southeast Asia. Participants

selected for the program will receive an NEH stipend of \$3,600 to cover all expenses, including travel, housing and meals.

**Infusing Asian Studies into the Undergraduate Curriculum: July 25-August 12, 2005.** This annual three-week institute focuses on both faculty and institutional development related to the undergraduate teaching of Asia. The focus of the 2005 program will be East Asia—primarily China and Japan. Participants will receive housing and a modest stipend for other expenses, but are responsible for their own airfare and a \$250 administrative fee.

For more information about both programs, contact Elizabeth Buck, Asian Studies Development Program, East-West Center; Phone: (808) 944-7315; E-mail: [BuckE@EWC.Hawaii.edu](mailto:BuckE@EWC.Hawaii.edu); Web: <http://www.eastwestcenter.org/edu-ct.asp#summer>

**22nd Session Deutsche Woche in Bar Harbor, Maine, College of the Atlantic: August 14-20, 2005.** A total immersion program for middle, secondary, and college teachers of German offers lectures, workshops, and recreational activities designed to help refresh German skills and provide new ideas for teaching. Cost for week, including double-occupancy lodging: **\$525**. For Information contact: Dr. Peter W. Nutting, 653 Pleasant View Ridge Road, China, ME 04358; Phone: (207) 968-2510; E-mail: [pwn@pivot.net](mailto:pwn@pivot.net); Web: <http://www.mtholyoke.edu/acad/germ/aatg/announce.html>

**25th Annual Lilly Conference on College Teaching: November 17-20, 2005, Miami University of Ohio.** The International Alliance of Teacher Scholars (IATS) sponsors annual and regional teaching conferences. *Lilly Conferences*, originally funded by the Lilly Endowment, are retreats that combine workshops, discussion sessions, and major addresses with opportunities for informal discussion about excellence in college teaching and learning. Internationally known scholars join new and experienced faculty members/administrators from all over the world to discuss teaching and learning topics ranging from using technology to cooperative learning. This year's conference theme is: *Teaching so Everyone Learns*. **Proposals are due July 1, 2005.** Visit the website <http://www.muohio.edu/lillycon/> for further information about this and other regional Lilly Conferences. Phone: (513) 529-9266; E-mail: [lillycon@muohio.edu](mailto:lillycon@muohio.edu)





## Grants and Fellowships

**Fulbright Scholar Programs Teaching and Research Abroad Through CIES.** The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 2006-2007 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. 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, 2005.**
- **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 elsewhere. **Application deadline: May 1, 2005.**
- **Fulbright International Education Administrators Program:** US international education administrators are invited to apply for two- to three-week summer seminars in Germany, Japan or Korea. **Application deadline: November 1, 2005 (Korea and Japan); February 1, 2006 (Germany).**
- **Fulbright German Studies Seminars:** Sends US academics and professionals to Germany to participate in a three-week summer seminar on current German society and culture. **Application deadline: November 1, 2005**
- **Fulbright Senior Specialist Program:** provides short-term Fulbright grants of two to six weeks. Activities offer US faculty and professionals opportunities to collaborate on curriculum and faculty development, institutional planning and a variety of other activities. **Rolling deadline.**
- **Fulbright Alumni Initiatives Awards Program:** offers follow-on grants for Fulbright Scholar alumni. **Application deadline: TBA**

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

**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 time to full-time research and writing. **Application deadline: September 28, 2005.** Contact: Office of Fellowships and Grants, American Council of Learned Societies, 633 Third Ave., New York, NY 10017-6795; Phone: (212) 697-1505; E-mail: [grants@acsls.org](mailto:grants@acsls.org); Web: <http://www.acsls.org/fel-dead.htm>

**Woodrow Wilson International Center Fellowships.** The Woodrow Wilson International Center for Scholars awards approximately 20-25 nine-month residential fellowships annually. Projects are accepted from a broad range of disciplines in the social sciences and humanities. **Application deadline is October 1, 2005.** For information 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](mailto:fellowships@wwic.si.edu); Web: <http://www.wilsoncenter.org>

**Rotary Foundation Grants.** These grants provide support for higher education faculty to teach in low-income countries (per capita GNP of US \$6,200 or less). Applicants may be retired, and need not hold (or have held) a specific rank. Grants are 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](http://www.rotary.org/foundation/educational/un_teach)

**Herbert Scoville Peace Fellowship Program.** The Herbert Scoville Jr. Peace Fellowship Program invites applications for full-time, six-nine month fellowships in Washington, DC. Awardees will be selected to work with public interest organizations addressing peace and security issues. Stipend: \$1,800 per month plus health insurance and travel expenses. **Deadlines: October 15 and February 1** each year. For information contact: Paul Revsine, Program Director, Herbert Scoville Jr. Peace Fellowship, 322 4th Street, NE, Washington, DC 20002; Phone: (202) 543-4100 x124; Web: <http://www.scoville.org>





*Grants and Fellowships Continued From Page 14 ...*

**NEH Fellowships.** The National Endowment for the Humanities sponsors an annual *fellowship* program. Projects supported by NEH Fellowships may lead to the production of scholarly articles; a monograph on a specialized subject; a book-length treatment of a broad topic; a translation; or another scholarly tool. Two programs exist: one for university professors and one for college professors or independent scholars. These fellowships must cover an uninterrupted period of from six to twelve whole months. A stipend of \$40,000 is awarded to those holding fellowships from 9-12 months; \$24,000 for those holding fellowships for 6-8 months. **Deadline: May 1, 2005.** For further information contact: NEH Fellowships, Room 318, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; Phone: (800) NEH-1121; E-mail: [info@neh.gov](mailto:info@neh.gov); Web: <http://www.neh.fed.us/grants>

**WV Humanities Council Grants.** The West Virginia Humanities Council is offering special funding opportunities for humanities programming. Eligible projects include, but are not limited to: lectures, workshops, conferences, student or teacher immersion days, and foreign language week programs. **Major grant deadlines are February 1 and September 1** for projects with budgets from \$1,500 up to \$20,000. Mini-grants are awarded bimonthly for projects requesting \$1,500 or less. Mini-grant application deadlines are **February 1, April 1, June 1, August 1, October 1, and December 1.** For information contact: Pam LeRose, WV Humanities Council, 1310 Kanawha Blvd., East, Charleston, WV 25301; Phone: (304) 346-8500; E-mail: [lerose@wvhumanities.org](mailto:lerose@wvhumanities.org); Web: <http://www.wvhumanities.org>

**Kennan Institute Short-Term Grants.** The Kennan Institute offers short-term grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union and who demonstrate a need to utilize the library, archival, and other specialized resources of the Washington, DC area. Short-term grants provide a stipend of \$100 per day. Four rounds of competitive selection for short-term grants are held each year. **Closing dates are December 1, March 1, June 1, and September 1.** For further information write: Fellowships and Grants, Kennan Institute, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027; E-mail: [krunkaitytee@wwic.si.edu](mailto:krunkaitytee@wwic.si.edu); Phone: (202) 691-4100; Web: <http://wwics.si.edu>

**IREX Research and Travel Grants.** The International Research & Exchange Board has several programs that support advanced field research by American scholars in Eastern Europe, Eurasia, etc. Short-term travel grants support brief visits for research. **Deadline: June 1.** For further information contact: IREX, 2121 K Street NW, Suite 700, Washington, DC 20037; Phone: (202) 628-8188; Fax (202) 628-8189; E-mail: [asg@irex.org](mailto:asg@irex.org); web: <http://www.irex.org>

**Smith Richardson Foundation Grant Programs.** 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 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 the applicant works.

The Foundation will also award at least three **Domestic Public Policy Program Research Grants** in the amount of \$60,000 each to individuals who are interested in conducting research and writing on domestic public policy issues. Preference will be given to proposals that address the following issues: education and school reform; income support, including research on welfare policy; child and youth development; family environment; public finance, including tax and Social Security policies; urban and criminal justice policy; regulatory policy, including environmental policy; immigration policy; and the political process.

Applicants must have a PhD, preferably in political science, public policy, policy analysis, political economy, or history. **Application deadline for both programs: July 1, 2005.** For further information contact: Smith Richardson Foundation, 60 Jesup Road, Westport, CT 06880; Phone: (203) 222-6222; Fax: (203) 222-6282; E-mail: [plandesberg@srf.org](mailto:plandesberg@srf.org); Web: <http://www.srf.org>





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