

THE WEST VIRGINIA FACDIS NEWSLETTER

The Consortium for Faculty and Course Development in International Studies

Newsletter Editor: Sophia Peterson
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Assistant: Ann Levine
October 1, 1980

The First FACDIS Newsletter

This is the first issue of the FACDIS Newsletter which will be published four times a year--the first of October, December, February, and April. We hope it will be a useful form of communication among the more than one hundred faculty members at 17 colleges and universities who are now participating in the activities of The Consortium for Faculty and Course Development in International Studies (FACDIS).

The FACDIS Newsletter will have two main purposes: (1) to provide useful information for international studies faculty in a variety of areas; and, (2) to serve as a form of communication among the faculty.

Information

The FACDIS Newsletter will publish information on a wide variety of subjects. This first issue provides information on various professional meetings and Workshops which you might be interested in attending (see pages 3-5). As you know, FACDIS is able to provide financial support to enable you to attend these activities (see Insert below), and we urge you to submit the applications sent to you on August 26th, as soon as possible.

DEADLINE REMINDER: OCTOBER 10 & NOVEMBER 1

On August 26th all participating faculty received a packet of materials soliciting applications for financial support of attendance at professional meetings and Workshops, and for Local Campus Projects. The deadline for submitting these applications is October 10. We look forward to assisting faculty and urge you to submit your applications as soon as possible. In addition, November 1 is the deadline for requests for films, video-cassettes, simulations, and other teaching materials.

In the months ahead, we will publish information on a variety of teaching materials: audio-visual, simulations, and learning packages. Some of these will be obtained for the FACDIS Pool. Faculty will receive an annotated filmography of all audio-visual materials at the various West Virginia campuses, and notices on new teaching materials purchased for the FACDIS Pool.

Other areas we would like to provide information on include: grants, study/research abroad, syllabi, as well as general trends in international education.

Communication Link Among Faculty

There are three major areas in which the FACDIS Newsletter could operate as a useful communication link among our faculty: (1) to circulate information on activities taking place on various campuses which faculty and/or students from other campuses could attend; (2) to announce the publications, grants, and awards relevant to international studies received by our faculty; and, (3) to share information on course development and innovation on various campuses. We would like to urge all faculty to send us information relating to these areas.

(1) Campus Activities

The FACDIS Newsletter could be used to circulate information on international studies-related activities taking place on the various campuses which faculty and/or students from other campuses would like to share in. If a guest speaker, film, or exhibit is coming to your campus, or your campus is a site for a conference, it would be most helpful if you would notify us so that other faculty or students might attend (assuming, of course, that those from other campuses would be welcome).

(2) Faculty Publications, Grants, and Awards

We would like to keep the faculty informed of each other's activities--for example, we would like to announce faculty publications, grants, and awards relevant to international studies. We would also like to publish brief reports by faculty who have done study/research abroad. Such information would be helpful to others who might want to consult with the faculty members who have been abroad, or received an award or grant. In other words, this communication link would be a means of sharing expertise and experiences, and assisting others in similar enterprises.

(3) Course Development and Innovation; Curriculum Revision

As faculty develop new courses or experiment with new teaching strategies, these experiences could be helpful to others with similar interests. We would like to print brief reports of such experiments or innovations, and thus facilitate sharing of instructional experiences.

FACULTY ARE URGED TO FORWARD INFORMATION AND REPORTS ON THESE VARIOUS AREAS THROUGHOUT THE YEAR TO THE NEWSLETTER EDITORS: SOPHIA PETERSON AND CHARLES CONNELL (WEST VIRGINIA UNIVERSITY). Faculty letters and comments are also welcome.

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Newsletter Editors

October 1 and February 1 Issues: Dr. Sophia Peterson; Dept. of Political Science
 December 1 and April 1 Issues: Dr. Charles W. Connell; Dept. of History
 West Virginia University, Morgantown, WV 26506

Calendar of Forthcoming Professional Meetings and Conferences

(Faculty may apply for financial support from FACDIS to enable them to attend professional meetings. Please find application for support in the August 26th mailing. Deadline: October 10.)

- October 15-18, 1980. African Studies Association Annual Meeting; Philadelphia, PA
and
October 21-24, 1981. African Studies Association Annual Meeting; Bloomington, IN

Note: Although the 1980 Annual Meeting takes place too early for FACDIS financial support, faculty who wish to attend the 1981 meetings in Bloomington, IN, should apply NOW for financial support.

For further information please contact:
African Studies Association; Brandeis University;
Waltham, MA 02154

- October 17-19 1980. Latin American Studies Association Annual Meeting; Bloomington, IN
and
April 15-17, 1982. Latin American Studies Association Annual Meeting; Washington, D.C.

Note: Although the 1980 Annual Meeting takes place too early for FACDIS financial support, faculty who wish to attend the 1982 meetings in Washington, D.C., should apply NOW for financial support.

For further information please contact:
Latin American Studies Association; Box 13362,
University Station; Gainesville, FL 32604

- October 22-25, 1980. Fourth Annual Conference on the Third World; Omaha, NB
and
October 21-24, 1981. Fifth Annual Conference on the Third World; Omaha, NB

Note: Although the 1980 Annual Meeting takes place too early for FACDIS financial support, faculty who wish to attend the 1981 meetings should apply NOW for financial support.

For further information please contact:
H. Carl Camp; Dept. of Political Science;
University of Nebraska at Omaha; Omaha, NB 68182

- October 22-25, 1980. Council for European Studies Conference of Europeanists;
and
April, 1982. Council for European Studies Conference of Europeanists;
Washington, D.C.
Washington, D.C.

Note: Although the 1980 meeting takes place too early for FACDIS financial support, faculty who wish to attend the 1982 meeting in Washington should apply NOW for financial support.

For further information please contact:
Council for European Studies; 1403 International Affairs Bldg.
Columbia Univ.; New York, NY 10027

Meetings (cont.)

- November 1-2, 1980. Institute of European Studies Annual Conference; Chicago, IL
 For further information please contact:
 Kevin Carey; Institute of European Studies
 700 North Rush St.; Chicago, IL 60611
- November 5-8, 1980. American Association for the Advancement of Slavic Studies;
 Philadelphia, PA
 For further information please contact:
 American Assoc. for the Advancement of Slavic Studies
 851 S. Morgan St.; University of Illinois at Chicago Circle
 Chicago, IL 60607
- November 6-9, 1980. Middle East Studies Association Annual Meeting; Washington, D.C.
 For further information please contact:
 Middle East Studies Association; New York University
 Hagop Kevorkian Center for Near Eastern Studies,
 Washington Sq. S., New York, NY 10003
- December 3-7, 1980. American Anthropological Association Annual Meeting; Washington, D.C.
 For further information please contact:
 American Anthropological Association
 1703 New Hampshire Ave., NW; Washington, D.C. 20009
- December 27-30, 1980. American Historical Association Annual Meeting; Washington, D.C.
 For further information please contact:
 American Historical Association
 400 A St., SE; Washington, D.C. 20003
- December 28-30, 1980. American Economic Association Annual Meeting; Dallas, TX
 For further information please contact:
 American Economic Association
 1313 21st Ave., South; Nashville, TN 37212
- February 20-22, 1981. Society for Cross-Cultural Research Annual Meeting; Syracuse, NY
 For further information please contact:
 Melvin Ember; Hunter College, CUNY
 695 Park Avenue; New York, NY 10021
- March 13-15, 1981. Association for Asian Studies Annual Meeting; Toronto, CANADA
 For further information please contact:
 Association for Asian Studies; One Lane Hall
 University of Michigan; Ann Arbor, MI 48109
- March 18-21, 1981. International Studies Association Annual Meeting; Philadelphia, PA
 For further information please contact:
 International Studies Assoc.; Dept. of Government and
 International Studies; Univ. of S.C.; Columbia, SC 29208

Meetings (cont.)

- April 19-22, 1981. Association of American Geographers Annual Meeting; Los Angeles, CA
For further information please contact:
Association of American Geographers
1710 16th St, NW; Washington, D.C. 20009
- May 28-31, 1981. Annual Meeting of the International Society for the Comparative
Study of Civilizations; Bloomington IN
For further information please contact:
Neil B. Weissman; Dept. of History
Dickinson College; Carlisle, PA 17013
- August 24-28, 1981. American Sociological Association Annual Meeting; Toronto, CANADA
For further information please contact:
American Sociological Association
1772 N Street, NW; Washington, D.C. 20036
- September 3-6, 1981. American Political Science Association Annual Meeting;
New York, NY
For further information please contact:
American Political Science Association
1527 New Hampshire Ave., NW; Washington, D.C. 20036
- Fall, 1981. Middle East Institute Annual Meeting; Washington, D.C.
For further information please contact:
Middle East Institute
1761 N Street, NW; Washington, D.C. 20036

Conference Clearinghouse

The high cost of hotels and transportation make attendance at professional meetings very costly. FACDIS would like to help faculty members to reduce these costs by acting as a clearinghouse for those who want to or are willing to share rides to and/or rooms at professional meetings. Hotel costs can be reduced by 1/3 or more with double occupancy.

If you would like to share-a-ride to and/or a room at a conference, please let us know by mail or phone (293-3811/3812) so that we can facilitate this sharing.

Grants and Fellowships

Every year the International Studies Association publishes a comprehensive Grants and Fellowships Guide. This Guide has an excellent index and covers a very wide variety of grants and fellowships in the social sciences and the humanities, sponsored by the U.S. government as well as by private organizations and associations. Free copies of this extensive guide (31 pages) are available for anyone interested from: Professor Sophia Peterson; Dept. of Political Science; WVU; Morgantown, WV.

Workshops and Short Courses

- (1) March 26-29, 1981. WORKSHOPS IN INTERNATIONAL STUDIES.
 Lakeview Country Club; Morgantown, WV Sponsored by FACDIS.
 Lodging and meals provided without charge. Please make a note of
 these dates for the first series of Workshops sponsored by FACDIS:
 March 26-27: Workshops in Area & Development Studies
 March 28-29: Workshops in International Economic & Political Relations

NOTE: It may be possible for FACDIS to help support faculty attending some of the following Workshops or Short Courses. Please submit the application for support sent you on August 26th if you want financial support.

- (2) THE U.S. DEPARTMENT OF STATE SCHOLAR-DIPLOMAT SEMINAR PROGRAM.
 This program provides an opportunity for faculty to work with and exchange views with their professional counterparts in the U.S. Department of State. Application forms can be obtained from: Bureau of Public Affairs; Scholar-Diplomat Program; U.S. Department of State; Washington, D.C. 20520.

The Seminars will take place as follows during 1980-1981. A similar schedule will be published for 1981-1982. Faculty who cannot attend those listed for 1980-1981 should apply NOW for FACDIS support during 1981-1982.

Politico-Military	October 20-24, 1980
Middle East	November 17-21, 1980
Energy and Environment	December 1-5, 1980
East Asia	December 8-12, 1980
Latin America	January 12-16, 1981
Economic Business	January 26-30, 1981
Europe	February 9-13, 1981
Africa	February 23-27, 1981
South Asia	March 16-20, 1981
Politico-Military	April 27-May 1, 1981
East Asia	May 4-8, 1981
Latin America	May 18-22, 1981

(Two faculty members at WVU have attended these Scholar-Diplomat Seminars and would be happy to discuss the program with you: Rodger Yeager and Sophia Peterson.)

- (3) NATIONAL SCIENCE FOUNDATION CHAUTAUQUA SHORT COURSES FOR COLLEGE TEACHERS
 The NSF Chautauqua Short Courses are an annual series of forums throughout the U.S. in which scholars at the frontiers of various disciplines meet with college teachers for a total of four days--two days in the fall and two days in the spring. Between the fall and spring sessions participants work on projects related to the course. These courses take place all around the U.S. The following course would be particularly relevant to teachers in international studies:

Arms Uncontrolled: Causes and Remedies of the Arms Race
 Faculty: Professor Everett Mendelsohn, Harvard University

For an application please contact Dr. Sophia Peterson immediately.

Workshops and Short Courses (cont.)(4) NATIONAL ENDOWMENT FOR THE HUMANITIES 1981 SUMMER SEMINARS FOR COLLEGE TEACHERS

The applications and list of courses for the 1981 Summer Seminars have not yet been issued (they are due in January, 1981). However, the 1980 NEH Summer Seminars included several courses of special interest to teachers in international studies, e.g., Latin American Self-View on Society and Culture; The Age of Stalin; A Generation of American Foreign Policy, 1945-1975. These courses are taught by renowned scholars in the social sciences, and an equally diverse list should be available next summer.

Faculty members who are accepted in the NEH Summer Seminars will receive a summer stipend of \$2,500 to cover travel expenses to and from the seminar location (usually a major university center), books and other research expenses, and living expenses for two full months (the length of the seminar). We will publish the list of courses as soon as these become available.

- (5) WORKSHOP IN CRIMINOLOGY: TRANSNATIONAL CRIME. June 14-20, 1981. An international course in criminology given by the Societe Internationale de Criminologie and John Jay College of Criminal Justice of CUNY. To be held at John Jay College, New York City. For further information contact: Donald E. J. MacNamara; John Jay College; 444 West 56th Street; New York, NY 10019.
- (6) It is still rather early to find announcements of forthcoming Workshops. However, past experience indicates that these will be offered, often by area centers. For example, Harvard University's Council on East Asian Studies usually holds summer workshops on East Asia, and the Consortium for International Studies Education (CISE) will be offering a 5-day Workshop on courses in international studies again this summer. We will keep faculty informed of these as information becomes available. WE URGE FACULTY TO APPLY FROM FACDIS FOR FINANCIAL SUPPORT NOW TO ATTEND THESE WORKSHOPS ON THE BASIS OF PAST INFORMATION ABOUT THESE WORKSHOPS, if current information is not yet available.

ANTHROPOLOGISTS! ECONOMISTS! GEOGRAPHERS! SOCIOLOGISTS!

Please send us suggestions on materials which you think would be helpful to your colleagues teaching international studies. The Editors of the FACDIS Newsletter are most familiar with the fields of international relations, political science, and history. Your assistance in getting a line on sources of materials in other fields and in area studies would be much appreciated.

Future newsletter issues: audio-visual materials, area studies materials, more workshops.

Report on a Workshop: "Meeting the Global Challenge:
Teaching International Studies in the 1980's," the 1980 CISE Summer Workshop

During July 6-11, 1980, six faculty members from different West Virginia colleges and universities attended a five-day Summer Workshop sponsored by the International Studies Association Consortium for International Studies Education (CISE): Lester Beavers (Potomac State College), Clair W. Matz (Marshall University), Sophia Peterson (West Virginia University), Hang Yul Rhee (Shepherd College), Della Sheldon (Bethany College), and Michael Strada (West Liberty State College). The Workshop took place on a charming college campus, Franklin and Marshall, in Lancaster, PA. All of the expenses of the participants were covered by the FACDIS grant.

The Workshop was divided into three major areas: global issues (energy, environment, food, population, arms and security, human rights, economic interdependence, and development); national security; and international affairs. Although faculty were free to attend whichever sessions they were primarily interested in, most of us attended the Global Issues sessions because all of us were committed to teaching courses this coming year which included the learning packages developed for Global Issues by CISE. Hence this report focuses on that aspect of the Workshop.

The Workshops were devoted primarily to demonstrating the course materials. Of special helpfulness were presentations by Dennis Pirages (University of Maryland) who set the stage for the materials on environment and food. Some audiovisual materials were also demonstrated, and more of these would have been welcome. The major benefit of the Workshop for me personally was the overview of many global issues which no single teacher can be equally knowledgeable about. In addition, I benefited from the illustrations of how students might become more personally involved in the learning process by "working through" a series of exercises. Another major benefit was the opportunity to meet and talk with faculty sharing similar international interests from many different institutions. It is rare for 60 faculty members from a wide variety of disciplines in the social sciences and humanities to have the opportunity to interact with each other for almost one week. An informal atmosphere facilitated this exchange.

I would like to close this brief report with the comments of another participant (Clair W. Matz) which I found especially candid and open, and which, I think, probably reflect the views of many others:

Being an innovative teacher is harder than I imagined. Deep in my soul I WANT to be flexible. I want to try new techniques and new methods of teaching. Intellectually, I know we deal with a TV-bred generation of students who respond more to "visuals" than to the printed or spoken word. So I am surprised at how difficult I find it to change my teaching style.

I am astonished at how easily I slip into the old lecture/discussion format in class. I have heard that we tend to teach in the ways we ourselves were taught. I like to think I am not a captive of my former professors' teaching styles (for I always thought them awful at the time) yet I find myself dominating class discussions, making overly long responses to questions and squelching the very spontaneity I seek in class.

Report on CISE Workshop (cont.)

So it was with hopeful expectancy that I attended the CISE Summer Workshop in Lancaster, PA 6-11 Jul 80. While the schedule was tight and we devoted much time to reviewing new curriculum materials, I did appreciate the chance to informally learn from others their joys and agonies of improving instructional techniques.

One important feature of the "Global Issues" materials we examined is the effort to involve students through the use of "exercises" sprinkled throughout their readings. The exercises are intended to make learning "experiential." Many conferees had strong criticisms of the exercises but when confronted with writing our own, we found how difficult is that task - to compose a creative assignment which is an activity which will be heuristic!

The difficulty of the task, however, ought not deter us from making the effort. Exercises seek to "involve" the student. We professors are personally involved in our disciplines. We have made commitments and sacrifices. We have sunk costs, having invested our lives in the subjects we study. Thus, our task is to attract students to a similar commitment by enabling them to become personally involved. Rather than merely telling them about our disciplines we should be providing students with experiences which will enable them to sort out their own values and attitudes - and to decide how much of their own lives they will invest in this discipline.

The objectives and the realities of teaching remain far apart. Like the Apostle Paul, we "do what we would not, and fail to do that which we would." Good teaching requires not only a desire to do better but much conscious effort, planning and repeated trials to change our instructional behavior.

Hopefully, as we West Virginian social scientists begin to meet and share our problems and successes, the quality and efficacy of teaching international affairs will improve significantly. I appreciate the opportunity to have attended the CISE Summer Workshop but it was only a beginning. I look forward to future state-level gatherings to continue the process.

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NOTE: If you are interested in attending next summer's CISE Workshop, please get in touch with Sophia Peterson as soon as possible, and arrange for financial support from FACDIS.

Legislation and Lobbying
Relevant to International Education

A recent report (June, 1980) of the American Association for the Advancement of the Humanities proclaimed enthusiastically: "It is the proverbial day in the sun for the scholars and teachers of international studies and foreign languages, and leaders are moving on several fronts to seize it. Six months following the release of the final report of the Presidents's Commission on Foreign Language and International Studies, and alarming assessment of American citizens' incompetency with world affairs and foreign languages, business leaders, congressmen, the Carter administration, and even the historically unpolitical academic community are working to keep the legacy of the commission alive." (p. 11)

Two positive trends--organizational and legislative--augur well for the future of international education. On the organizational front, a new National Council on Foreign Languages and International Studies has been established in New York City to focus public attention on the nation's declining competence in foreign languages and the need for improved understanding of international affairs. The Council was developed upon the recommendation of the President's Commission. The 18 members of the new National Council include prominent officers from every sector of American life: business (Exxon), labor (AFL-CIO), banking (Chase Manhattan), Congress (Paul Simon), the media (CBS), and of course, education (Harvard, Notre Dame, SUNY). The main purpose of this group will be to design strategy for coping with international educational needs.

Another group, the Joint National Committee for Languages, has been created to lobby actively in Washington, D.C. for programs to implement the strategy developed by the new National Council. A major task of this Committee will be to coordinate the efforts of language and area studies associations in support of international education programs under consideration by the Congress.

On September 25, 1980, Congress passed the Higher Education Reauthorization Bill including new provisions for international education. Additional funds were authorized, as well as expanded programs. The Foreign Language and International Studies Incentive Act has been introduced in the House to establish a grant program providing financial incentives for college students to study foreign cultures and languages. Other bills designed to encourage and support international education are being drafted and their passage, while not assured, faces a sympathetic audience at least in the House which recently passed Congressional Resolution 301 stating that it is "the sense of the Congress" that the American educational system should strengthen the teaching of foreign languages and international studies.

Finally, the new U.S. Department of Education will include a deputy assistant secretary for international education which, hopefully, will mean that a highly placed official in that department will be responsive to the need for resources and programs in this area.

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Simulations and Games

I. The following simulations are available from:

Learning Resources in International Studies
60 East 42nd Street
New York, NY 10017

Write for examination copies (\$1.00 for first title, 50¢ for each additional title).

- (1) INTRODUCTION TO GAME THEORY (\$3.50) by Donald M. Snow.

The primary objective of this package is to introduce students to the basic concepts of game theory, to allow students to participate in game theoretical exercises, and to provide an understanding of the basic kinds of game theoretical formulations. The package encourages students to apply their understanding of game theory to situations in international relations.

- (2) A SIMULATION OF USES OF THE OCEAN (\$3.50) by John K. Gamble.

This package is designed to provide students in introductory international law courses with a general overview of the economic and political factors shaping the attempt of states to regulate the uses of the sea. Based upon an extensive research project undertaken by the author, the package contains a simulation exercise which points up the major issues and controversies surrounding the uses of the sea in the contemporary world. Students are introduced to such concepts as territorial sea, continental shelf, and exclusive fishery zones and are required to play decision-making roles in which they formulate national marine policy.

- (3) MISSILES IN CUBA: A DECISION MAKING GAME (\$3.50) by Dan Caldwell.

This simulation of one of the most serious Soviet-American confrontations of the post-war period is based on CIA reports which have recently become available and which were the source of much of the intelligence actually used by the President and other U.S. policy makers during the crisis. In the first part of the simulation, the student is asked to make recommendations for policy action to the President, based on these intelligence reports. In the second part, students are divided into groups to play different roles in a decision-making exercise about the crisis. The simulation is designed to introduce students to foreign policy decision-making and requires a week's class time.

- (4) DIPLOMATIC PRACTICES (\$2.00) by Paul M. Kattenburg.

The package is designed to develop a student's ability to analyze a complex diplomatic situation abroad, the influence of bureaucratic factors in policy formation, and the tactics and processes of negotiation. Written by a former Foreign Service Officer in the U.S. Department of State, the package contains a set of simulation exercises depicting the variety of factors that operate when governments engage in diplomacy.

- (5) POLICY MAKING IN COMMUNIST PARTY STATES (\$3.00) by Gary Bertsch.

This package is designed to provide students with a general understanding of the domestic and international behavior of Communist party states. The core of the package is a Communist State Simulation in which students play the role of high-level decision-makers in selected Communist states who are responsible for carrying out five-year plans relating to domestic and external needs. Students are given the opportunity to engage in intensive research on the specific country and policy area to which they are assigned in the simulation.

Simulations and Games (cont.)

- (6) THE CH'ING GAME: SIMULATION AND THE STUDY OF HISTORY (\$3.00) by Robert B. Oxnam.

This is a short-term simulation based on the internal politics of the Ch'ing Dynasty.

- II. The following simulation is designed to be used in conjunction with a standard sociology text: Sociology: Human Society by Melvin L. DeFleur, William V. D'Antonio, and Lois B. DeFleur (2nd ed.) (Glenview, Ill.: Scott, Foresman and Company). It is also obviously relevant to international studies.

FAMINE simulates important aspects of world food distribution and consumption. Participants represent nations. Each nation differs with regard to population, food supply, and basic requirements. Through this simulation participants experience more directly the problems of world food and hunger.

This simulation can be obtained through the Division for Parish Services of the Lutheran Church in America, or in the following publication:

A Study Guide to Accompany Sociology: Human Society by John F. Schnabel (Glenview, Ill.: Scott, Foresman and Company, 1976), pp. 139-145.

- III. The following simulation is available from:

The Consortium for International Studies Education
223 Derby Hall
Ohio State University
Columbus, OH 43210

SALT: A SYNOPSIS AND SIMULATION (\$3.50) by Dan Caldwell.

Through a broad historical narrative, students are introduced to the background and issues involved in the continuing SALT negotiations. This includes several self-paced exercises which prepare a class for an extensive simulation of the SALT experience, requiring both intra- and inter-delegation bargaining. Package objectives are to enable students to: (1) describe the history of the SALT talks from its inception in 1969 to mid-1979; (2) identify the relationship between technology and politics in contemporary strategic arms control negotiations; (3) state the provisions of the Treaty on Anti-Ballistic Missile Systems, the Interim Agreement on Offensive Missile Systems, the Vladivostok Accord, and the SALT II Agreement; (4) list the number of strategic weapons systems held by the US and USSR; (5) describe several of the major problems of Soviet-American negotiations on strategic arms control; (6) experience the problems faced by actual negotiators in SALT; and (7) design a hypothetical arms control agreement.

Syllabi

- I. A number of syllabi are available through the Comparative Foreign Policy section of the International Studies Association. These can be obtained from:

Professor Thomas O'Donnell
Education Editor
Comparative Foreign Policy Notes
Department of Political Science
University of Cincinnati
Cincinnati, OH 45221

- (1) African Issues and American Interests (Joseph Smaldone, Georgetown University).
Undergraduate syllabus divided into three parts. First part is a survey of African politics and problems. Second, an examination of African involvement in world politics. Third, a look at American policy toward Africa.
- (2) International Development (Millidge Walder & Steven Arnold, American University)
One semester course for the introductory graduate level. Explores the developmental focus of the "Basic Human Needs Strategy" and evaluates alternative modes of developmental assistance. The course evaluates also the impact of the emerging new international economic order on development.
- (3) Problems of World Order
An advanced undergraduate course which examines the problems of world order from a perspective similar to that of the World Order Models Project (WOMP). Core topics include forecasting and modeling, the "war system," crisis and crisis management, power distribution, and a detailed survey of WOMP.
- (4) Conflict in World Politics (Andrew Semmel, University of Cincinnati).
This course is for the advanced undergraduate. Attention is paid to moral and theoretical problems as well as to the findings of behavioral research.
- (5) International Relations Theory (Charles Kegley, University of South Carolina).
A graduate level course focusing on past and present theories of international politics, including perspectives from many disciplines. Syllabus is encyclopedic.
- (6) Comparative Foreign Policy (Harvey Stall, Indiana University).
An undergraduate syllabus for advanced students that combines historical-descriptive and analytic approaches. Two role-playing exercises are included. This course attempts to bridge the gap between "traditional" and "behavioral" approaches to the study of foreign policy.
- (7) Comparative Asian Foreign and Security Policies (Sheldon Simon, Arizona State University)
- (8) Social Psychology and International Relations (Andrew Semmel, University of Cincinnati).

Syllabi (cont.)

- (9) Regional Approaches to Global Affairs (Karl Magyar, American Graduate School of International Management).
- (10) Comparative Foreign Policy (Gregory Raymond, Boise State University).
- (11) The Comparative Study of Foreign Policy (Charles Kegley, University of South Carolina).
- (12) Comparative Foreign Policy (Thomas O'Donnell, University of Cincinnati).

II. Syllabi for a very broad range of courses in international studies can be obtained from:

Professor Martin Gruberg
 Director, Clearinghouse for Political Science Syllabi
 Department of Political Science
 University of Wisconsin-Oshkosh
 Oshkosh, Wisconsin 54901

A free checklist of the course syllabi available can be obtained from Professor Gruberg. Actual copies of syllabi cost 5¢ per page.

III. Anthology of Syllabi of Basic Courses in International Relations (1978) can be obtained from the editor who helped prepare this volume for the New England Division of the International Studies Association.

Professor David L. Larson
 Department of Political Science
 University of New Hampshire
 Durham, NH 03824

IV. The following syllabus can be found in News For Teachers of Political Science, vol. 21 (Spring, 1979), pp. 1. 9-10.

Eurocommunism (Robert Norris, Miami University-Ohio).

This syllabus includes an extensive annotated bibliography and is intended for an advanced undergraduate course. It examines the Communist parties of Italy, France, and Spain, and covers political, historical, and theoretical topics.

V. The following syllabus can be obtained from:

Professor Nancy Hetzel
 Center for International Studies
 Massachusetts Institute of Technology
 30 Wadsworth Street
 Cambridge, MA 02139

International Environmental Problems (Nancy Hetzel, MIT).

The Environmental Studies Section of the International Studies Association plans a series of syllabi of which this is the first.

Learning Packages

I. The following Learning Packages are available from:

Learning Resources in International Studies
60 East 42nd Street
New York, NY 10017

Examination copies of these learning packages are available to faculty members considering adoption of any of the packages for classroom use. Write to the above address on institutional letterhead paper, and enclose \$1.00 for one title (50¢ for each additional title) to cover handling and shipping costs.

- (1) **TERRORISM: A PROBLEM OF POLITICAL VIOLENCE** (\$3.50) by George Lopez and Timothy Garrigan.

This package introduces students to terrorism, one of the most pressing problems of political violence of our time. The exercises contained in the respective sections have been designed to provide students with a variety of approaches for analyzing terrorism. In the early part of the package the historical roots and contemporary context of terrorism are outlined. Through the case study exercise in Section II students learn about terrorism by employing the terrorist group as the unit of analysis. In Section III, students formulate cross-sectional generalizations about terrorist groups by "pooling" the information they have gathered from their case studies. Finally, through the role playing and value clarification exercises provided in Section IV, students are challenged to evaluate their own sensibilities as they attempt to live in both a free society and a world of increasing political terrorism.

- (2) **YOU AND YOUR COMMUNITY IN THE WORLD** (\$4.00) by Chadwick Alger & David G. Hoovler.

Designed for use in undergraduate and adult education courses in international studies, this package assists individuals in becoming more involved in executing the foreign policies of their everyday lives. Upon completion of the 20 exercises in the text, students should be able to understand local-global processes in such issues as food, energy, and inflation, and to identify and evaluate the foreign policies of business, religious, service, and other local groups.

- (3) **DEPENDENCE AND INTERDEPENDENCE IN THE INTERNATIONAL SYSTEM** (\$3.00) by George Lopez.

This package demonstrates the application of basic concepts of political economy to the interpretation of international affairs. Among the specific student skills developed by the package are the ability to recognize and distinguish between different forms of international dependence/interdependence, identify variables associated with and characteristic of dependence/interdependence relationships, and formulate international issues in terms of such relationships. The package contains a data set enabling students to formulate and test hypotheses concerning dependence/interdependence phenomena.

- (4) **PRIVATE INTERNATIONAL INVESTMENT** (\$3.00) by Robert Miller & John Kilpatrick.

Designed primarily to introduce students to the reasons corporations make investments in other countries, the package further demonstrates how theoretical positions (or, more broadly, world views) influence policy positions. It enables students to: (1) describe their own attitudes about multinational corporations in the context of a set of existing economic theories; (2) describe several reasons why firms invest overseas, and what the effects of such investment are; and (3) use data (in the package) to informally "test" investment theories.

- (5) INTRODUCTION TO THE GLOBAL SOCIETY: INTERDISCIPLINARY PERSPECTIVES (\$2.00) by Kenneth and Elise Boulding.

The primary objective of this package is to provide students at the undergraduate level with a framework to view social, economic, and political conditions for a global perspective. In particular, the package enables students to (1) examine the assumptions behind their images of world social, economic, political, and historical factors; (2) locate themselves in terms of time, space, and activities in the global society; (3) apply their own values to evolving social, economic, and political conditions; and (4) employ at an introductory level sociological, geographical, historical, psychological, economic, and political science perspectives in an integrated fashion.

- (6) THE POLITICAL ECONOMY OF INTERNATIONAL COMMODITY TRADE (\$2.50) by Karen Mingst.

This learning package examines the issue of international commodity trade from an economic and political perspective. It is designed to enable students to: (1) describe current patterns of international commodity trade; (2) define and use concepts of political economy pertinent to international commodity trade; (3) describe the arguments for the existence of a "commodity problem"; (4) identify the advantages and disadvantages of various policy alternatives in commodity trade; (5) identify salient economic and political characteristics of four specific commodities prominent in international trade (sugar, coffee, copper, oil); and (6) utilize the characteristics of the commodities to make policy decisions in simulated negotiating situations.

- (7) CROSS-NATIONAL DATA (\$3.00) by Arthur S. Banks.

The ability to develop and test generalizations across a wide variety of circumstances is not only useful to professional social scientists; it is valuable to any individual who has to make decisions in modern society. The educational objectives of this package include not only the acquisition of knowledge about conditions that exist across most of the nations of the world, but also the development of skills to apply quantitative techniques in understanding complex social, economic, and political phenomena. The package is organized so that the basic tools to get one started in cross national data analysis are provided at the outset followed by an extensive data set on national characteristics.

- (8) INTERNATIONAL CONFLICT (\$2.00) by Anne T. Feraru

The overall objective of this package, designed for the introductory undergraduate level, is to introduce students to the nature of conflict at the inter-personal, inter-group (societal), and inter-societal (international) levels. The package seeks to enable students to: (1) describe their own attitudes towards various types of conflict; (2) define conflict and enumerate the various causes of conflict; (3) apply general concepts of conflict to concrete situations; and (4) describe and criticize various perspectives on conflict, particularly the analysis of "fights, games, and debates" suggested by Anatol Rapoport.

- (9) SPATIAL DIFFUSION: THE SPREAD OF IDEAS AND INNOVATIONS IN GEOGRAPHIC SPACE (\$2.00) by Peter Gould.

Written by a geographer, this package is applicable to a wide variety of courses in the social sciences. The primary objective of the package is to introduce concepts used in the study of the spread of information, ideas, and innovations. In particular, upon completion of the package the student will be able to: (1) measure distance-decay effects and barrier effects of varying types (physical, cultural, psychological); (2) think imaginatively about the "rules of the game" underlying contemporary diffusion processes; and (3) understand simple probabilistic models and use simulation approaches incorporating distance, barrier, contagious, and hierarchical effects.

- (10) INTERNATIONAL INTERACTIONS: EVENTS-DATA ANALYSIS APPLIED TO THE MIDDLE EAST (\$2.00) by Thomas J. Sloan.

This learning package has two principal foci: first, to introduce students to events-data and the analysis of international politics using simple quantitative displays of events; and, secondly, to provide information and limited analysis of the political situation in the Middle East during the crises of 1956, 1967, and 1973. Upon completion of the package, students should be able to (1) briefly discuss various theories of conflict behavior found in the international relations literature, (2) utilize events-data analysis to describe how nations interact in conflict situations, (3) evaluate different explanations of Middle East conflict behavior as well as develop explanations of their own, and (4) design and generate forecasts of inter-nation behavior based upon previously observed patterns of interaction.

- (11) THE SCIENTIFIC STUDY OF WAR (\$2.50) by Stuart Bremer and Cynthia Cannizzo.

The purpose of this package is to introduce students to the basic principles of scientific inquiry and, in particular, to the application of these principles in the study of the causes of war. The package enables students to distinguish between the different approaches to the scientific study of war represented by Lewis Fry Richardson, Quincy Wright, and J. David Singer and Melvin Small. Drawing especially upon data from the Correlates of War Project, the package provides students with an opportunity to formulate a bivariate hypothesis about violent conflict, construct a research design for testing the hypothesis, and analyze empirical evidence relating to the hypothesis.

- (12) THE NATIONAL POLITICAL BOUNDARY (\$2.00) by John E. Willmer.

This package is explicitly intended to enable students to (1) visualize the complexities of the world's spatial political patterns, (2) describe the political and cultural/economic considerations involved in boundary delimitations, (3) analyze several global boundary dispute cases, and (4) apply the concepts of boundary formation to specific problem areas. The package utilizes various maps as well as role-playing and simulation exercises to provide students with a clearer cognition of world political boundary issues, past and present.

- (13) CROSS-CULTURAL RESEARCH: THE ROLE OF CULTURE IN UNDERSTANDING HUMAN BEHAVIOR (\$3.00) by Richard Brislin and Marshall Segali.

This learning package consists of two complementary units on the subject of cross-cultural research, one focusing on "The Cross-Cultural Research Strategy" and the other on "Culture and Intelligent Behavior." The units are each self-contained and can be used together or separately in various undergraduate social science courses, particularly in anthropology, sociology, and psychology. The primary objective of the first unit is to demonstrate that cross-cultural data are essential for avoiding serious misperceptions of the causes of human behavior and to illustrate how cross-cultural psychological research can illuminate the factors which shape our most fundamental behavioral processes. The second unit is intended specifically to enable students to: (1) identify the possible culture-boundedness of certain items on standard intelligence tests; (2) indicate how various behaviors that might be considered intelligent in various cultures would be valuable relative to the effective functioning of various cultures; (3) relate knowledge held by members of a specified subculture to the process of acculturation; and (4) analyze how concepts of culture and intelligent behavior have been used in the establishment of bilingual education programs.

- (14) THE ROLE OF INTERNATIONAL NONGOVERNMENTAL ORGANIZATIONS IN WORLD POLITICS (\$2.00) by Werner Feld and Roger Coate.

This package is designed to enable students to: (1) identify and describe the types, geographic coverage, and organizational features of NGOs; (2) analyze their effectiveness to influence the formulation and implementation of national and IGO policies and decisions; (3) assess the effectiveness of NGOs in solving global problems; and (4) utilize the Yearbook of International Organizations (and other pertinent literature) for research and analysis. The package contains extensive data on NGOs which students can utilize to examine systematically the role of NGOs in world politics.

- (15) INTRODUCTION TO THE PHYSICAL LANDSCAPE: WATERSHEDS AND FLUVIAL SYSTEMS (\$2.00) by Edwin Obgley.

The overall objective of this package is to provide students with basic tools for the measurement of form and process in watershed systems and to increase their understanding, both of the role of drainage networks as energy systems and of the consequences of human intervention. Upon completion of the activities, the student should be able to: (1) explain the organization of the physical landscape into watersheds via energy and mass transfers; (2) describe the regular mathematical relationships of a river system through measurement and quantification of watershed forms; (3) apply common analytical techniques in the analysis of fluvial processes; and (4) understand the interrelationships between land form and human occupancy of the landscape.

II. The following Learning Packages are available from:

Consortium for International Studies Education
Ohio State University
154 North Oval Mall
Columbus, OH 43210

- (1) THE UNITED STATES DEFENSE BUDGET (\$3.50) by Lawrence J. Korb.

A four-part package on the processes by which the U.S. defense budget is formulated within the Department of Defense. Included is a role-playing exercise designed to allow students to experience the considerations and "pulling and hauling" of budget-making. The objectives of the package are to: (1) describe the importance of the defense budget process for national security policy; (2) define and use terminology associated with defense budgets and budgeting; (3) examine intelligently the size and distribution of the defense budget; (4) identify the problems involved in the allocation of scarce resources; (5) analyze the difficulties of translating strategy into forces within a limited budget; and (6) compare the perspectives on the defense budget of the President, Secretary of Defense, Joint Chiefs of Staff, the individual services, and Congressional representatives.

- (2) UNITED STATES NATIONAL SECURITY ISSUES: A FRAMEWORK FOR ANALYSIS (\$3.50) by Stanley Michalak.

By means of a series of exercises, students are taught to analyze issues in national security policy in an objective and systematic way. Based upon the case of the Panama Canal Treaties, exercises focus on identifying and evaluating separate policy positions. Objectives of this package are to enable students to (1) organize different positions on a national security issue into a common analytical framework; (2) create a research agenda which will aid in determining the validity of different policy positions; (3) locate primary and secondary sources of information on an issue; and (4) evaluate the positions in an issue area and make policy recommendations.

- (3) THE SHADOW OF THE MUSHROOM-SHAPED CLOUD (\$3.50) by Donald M. Snow.

This package is designed to introduce students to the basic elements of contemporary strategic thought. With active learning exercises, concepts such as deterrence, first and second strike capability, strategic stability, and others are presented and demonstrated. Included are an optional application of game theory and an optional simulation of the strategic environment. Package objectives are to enable students to: (1) describe basic security concepts of viability in the nuclear world, the evolution of the arms balance, and the effects of ballistic missile systems on traditional notions of security; (2) discuss basic concepts in the nuclear balance, such as first- and second-strike capability and strategy, and analyze the interdependence of these notions; (3) analyze the basis of stability in the nuclear system and the stabilizing or destabilizing influence of various changes; (4) relate the limits of theory building about nuclear deterrence; (5) identify the limiting influence of nuclear weapons on the behavior of nuclear states; (6) identify the problems additional nuclear states present to the nuclear system and apply that knowledge to specific nations; (7) relate the nature of arms races and apply that knowledge to the strategic arms race; and (8) describe the nature of disarmament and arms limitation strategies and defensive weapons systems and analyze their contributions to stabilization or destabilization of the arms system.

- III. SETUPS (Supplementary Empirical Teaching Units in Political Science) are Learning Packages that include a monograph and a data set to introduce students to data analysis and to using computers for political research. They were developed originally by faculty supported by grants from the National Science Foundation to the American Political Science Association. (Cost per package: \$4.25.)

Free examination copies can be obtained from:

The American Political Science Association
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

- (1) COMPARATIVE VOTING BEHAVIOR (May, 1977) by Herbert B. Asher and Bradley Richardson.

The study of turnout and voter choice in the USA, Great Britain, Germany, and Norway.

- (2) COMPARATIVE BUDGETING: POLICY AND PROCESS (May, 1977) by John C. Campbell and John M. Nichols.

Policy-making as reflected by budgetary decisions in the USA, Western Europe, and Eastern Europe, with a focus on defense spending.

- (3) ARE POLITICAL VALUES REALLY CHANGING? (May, 1977) by Charles Taylor.

The analysis of political values in post-industrial societies and of the differences in values by generation and class. Data derived from the 1973 European communities study for Belgium, Britain, Italy, and West Germany.

- (4) COMPARING POLITICAL PARTIES (May, 1978) by Robert Harmel with Kenneth Janda.

Electoral strategies, ideologies, and structures of parties; the impact of governmental systems upon party success. Data derived from the International Political Parties Project cover all major geocultural regions.

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