



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

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PROGRESS REPORT ON NEW FACDIS GRANT APPLICATION

Sophia Peterson
FACDIS Co-Director

Thanks to the suggestions made by FACDIS members and the cooperation of the FACDIS Institutional Representatives, we have made good progress on our new FACDIS grant application to the Undergraduate International Studies and Foreign Language Program of the US Dept. of Education. Out of the many suggestions sent to our office last semester, we have selected several as topics for six Summer Seminars which will be the centerpieces of our grant application. These Summer Seminars, each lasting two weeks (probably the first two weeks of August) will be taught by outstanding faculty recruited from throughout the United States. They will provide up-to-date content, familiarization with new material, training, as well as opportunities for the creation of revised syllabi, and assistance with course revision.

Our tentative Summer Seminar schedule is as follows:

Summer 1993:

"Teaching World Affairs in the Post-Cold War Period"
"Internationalizing Freshman English Composition"

Summer 1994:

"Teaching Culture in French Language Classes"
"Teaching Culture in Spanish Language Classes"

Summer 1995:

"International Business"
"Internationalizing Art Appreciation Classes"

INDEX

FACDIS News:	
New Grant & Study Abroad	1-2
Faculty Opportunities	3-7
Native Foreign Language	
Instructors	8
Upcoming Meetings	9-10
FACDIS Faculty Reports	11-15
Resources for Teachers	16-18
Exhibits on Loan	19

Faculty teaching courses relevant to the Summer Seminars will be surveyed within the next month to ascertain the level of faculty interest. Tentatively we are planning for about 20 faculty to attend each Summer Seminar, but if we find that more faculty are interested, we will raise the number.

Since our plans are still tentative, the budget is far from final, but preliminary plans provide for each faculty member to receive a stipend of \$1,000 for attending the Summer Seminar and fulfilling a commitment to teach revised courses utilizing material presented in the Seminar. In addition faculty will receive up to \$100 in free textbooks and teaching materials, and free lodging and meals.

PROGRESS REPORT (cont.)

Whether we will be able to include more projects on a smaller scale for one or two institutions will depend on how many faculty indicate an interest in attending the Summer Seminars. We would like to be able to accept all faculty who can utilize the material presented in the Summer Seminars in their courses, and if a large number indicate interest, this may utilize all our funds. As explained in our earlier letter inviting proposals/ideas for the new grant application, the U.S. Department of Education expects consortium applications to implement projects which involve or benefit *many* institutions and thereby maximize benefits and minimize costs by sharing resources.

The Summer Seminars will help to expand international education into several classes which have not traditionally been international in content, or to infuse a broader international content into other classes.

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STUDY ABROAD SCHOLARSHIPS FOR STUDENTS THROUGH FACDIS

FACDIS recently received information from the American Institute for Foreign Studies (AIFS) concerning a rebate our consortium will receive from AIFS. A little over a year ago, FACDIS entered an agreement with AIFS whereby we receive 5% of the tuition paid by FACDIS-institution students participating in AIFS study abroad program when our consortium has at least 10 students abroad with AIFS. For 1991-92 we have a total of 12 students with AIFS, and we are scheduled to receive approximately \$3,000 from AIFS for 1992-92.

On the basis of discussions at the 1991 FACDIS Workshops, a study abroad committee's consideration, and a survey of FACDIS study abroad advisors conducted in December, we are going to use that money *to provide six \$500 transportation scholarships for students studying abroad in 1991-92*. Selection will be made by the ISEP Screening Committee at WVU, and every attempt will be made to distribute scholarships to students at varied institutions. The criteria suggested by our earlier discussions were: (1) student's academic record; and (2) student's financial need.

Student applications should be sent to Michael J. Strada, FACDIS Study Abroad Coordinator, Dept. of Political Science, WVU, Morgantown, WV 26506 by **April 1, 1992**. A completed application includes four parts: (1) the travel scholarship application form (available from the FACDIS study abroad advisor on your campus or from Dr. Strada); (2) the student's academic transcript; (3) a copy of a completed Pell Grant Federal Assistance Application for 1992-93; (4) a letter from the students explaining why she/he would be a worthy scholarship recipient.

Any student in a FACDIS institution who has been accepted for a summer of 1992 study abroad program, a 1992-93 academic year program, or a fall 1992 or spring 1993 semester program is eligible to apply for grants to be awarded on April 15, 1992.

We are very pleased to be able to offer study abroad travel scholarships for the first time, and we hope that you will encourage deserving students to apply prior to the April 1 deadline.

FACDIS Office: Dr. John Maxwell, Co-Director, Dept. of History, WVU (304-293-2421)
Dr. Sophia Peterson, Co-Director, Dept. of Political Science, WVU (304-293-7140)
Dr. Michael Strada, Study Abroad Coordinator, Dept. of Political Science, WVU (304-293-7140)
Ann Levine, Administrative Assistant, Dept. of Political Science, WVU (304-293-7140)

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Univ. of South Carolina's Program: Faculty Development in International Business (FDIB)

The University of South Carolina College of Business Administration is offering its Fourth Annual summer program intended to develop the teaching skills and professional knowledge of business school faculty who are interested in adding international concepts to their courses or in teaching courses in international business. The FDIB program is offered in two 2-week sessions (June 14-25, 1992 and July 26-August 6, 1992). Each seminar is two weeks long, and participants can enroll in one morning seminar (9:00 AM-12 noon) and/or one afternoon seminar (2:00-5:00 PM). Seminar titles include: "International Management," "International Financial Management," "International Marketing," "International Information Systems Issues," "Introduction to International Business," "International Accounting," and "International Business Theory and Research." Participants enrolling in one seminar pay fees of \$1,950; two seminars \$2,950. Fee includes: all instruction; private room in hotel near campus; breakfast; refreshments; teaching materials; sightseeing tour of Charleston, SC. Does not cover other meals and incidentals. **Application Deadline: March 31, 1992.** For further information contact: Dr. David A. Ricks, Director, FDIB Program, College of Business Administration, Univ. of South Carolina, Columbia, SC 29208; Phone (803) 777-2231; FAX (803) 777-4447.

The FDIB program (see above) is also sponsoring a study/travel tour to Austria, Czechoslovakia and Hungary from July 11-24, 1992. "The Role of Central Europe in International Business" is a topic which will be addressed with a combination of formal and informal lectures, discussions, presentations, and site visits in these countries. Leading scholars will accompany and work with the group as it visits major cities (Vienna, Prague, Budapest) and universities of Central Europe and meets with local experts. Seminar is designed to help America's business school faculty better understand current developments in Central Europe. Program fee of \$2,150 includes hotels, breakfasts, ground transportation, and the expenses of some cultural events. Airfare to and from Europe and most lunches and dinners are not included. **Application deadline: February 29, 1992.** For more information contact Dr. Ricks (see address/phone above) or Seminar Leader, Dr. Timothy Doupnik, at (803) 777-7450.

Bentley College's Summer 1992 Business Faculty Development Program in Europe

The Fifth Annual Workshop on "The European Community: 1992 and Beyond" is sponsored by Bentley College of Waltham, Massachusetts, in conjunction with the Institut Catholique des Hautes Etudes Commerciales (ICHEC) in Brussels. Workshop will run from June 20-July 3, 1992. The first week will take place in Brussels and the second will be divided between Luxembourg and Brussels. The workshop's focus is on new developments in Europe as the continent moves toward economic integration. Sessions include presentations on the European Commission, discussion of EC relations with Eastern Europe and visits to corporations operating in the changing European business environment. Sessions will be informal and conducted in English. Program fee of \$2,900 includes hotel (double-occupancy), breakfasts, transportation between Brussels and Luxembourg, some cultural events, all sessions and materials. Does not include airfare, lunch or dinner. Fellowships of \$1,000 are available to partially support participation by faculty from institutions that are unable to underwrite the entire cost of the program fee. For more information contact Elizabeth Usovicz, Assoc. Director, Bentley College Office of International Programs, 175 Forest St., Waltham, MA 02154-4705; (617)891-3141/FAX (617)891-2819. **Application Deadline: March 16, 1992.**

Summer Institute at San Diego State on "French for Business Purposes"

The Center for International Business Education and Research (CIBER) at San Diego State and at UCLA announces a two-week faculty development seminar for professors of **French for Business Purposes**. Seminar will be held from July 20-July 31, 1992 at San Diego State University for 20 faculty members. All instruction will be conducted in French. Priority will be given to applicants who have been endorsed by the US Department of Education-funded Center for International Business Education and Research (CIBER) in their region. Tuition, housing, and instructional materials fees will be waived for each successful applicant. **Application Deadline: March 13, 1992**. For further information contact: Dr. Alvord Branan, Co-Director, CIBER, San Diego St. University, San Diego, CA 92182-0411; (619) 594-3008.

1992 MLA Summer Institute on Current Issues in Foreign Language Teaching

The Modern Language Association (MLA) will offer a two-week intensive institute on "**Current Issues in Foreign Language Teaching**," held at the University of Georgia from **July 5-17, 1992**. Developed under the auspices of the MLA's Advisory Committee on Foreign Languages and Literatures, the institute is designed to serve the needs of two groups of professionals: elementary and secondary school foreign language supervisors and language-program coordinators at colleges and universities. Participants will receive stipends of \$300 per week plus room, board and travel expenses. Planned topics include language acquisition, proficiency-based teaching and assessment, and the supervision and management of personnel. The course will pay special attention to the teaching of intermediate-level and advanced readings and the use and analysis of literary texts for authentic cultural information. Plenary sessions will be supplemented by language-specific group meetings by educational level. Each institute participant will also undertake a project that uses knowledge gained at the institute to address a local need of his/her home institution. Participants will submit project proposals as part of their application. **Application Deadline: April 1, 1992**. For further information contact: Richard Brod, Coordinator, Foreign Language Summer Institute, MLA, 10 Astor Place, New York, NY 10003-6981; (212) 614-6406; FAX (212) 477-9863.

PAWSS 8th Annual Summer Institute on US-Soviet Relations - June 8-12, 1992

The Five College Program in Peace and World Security Studies (PAWSS) will again sponsor a Summer Faculty Institute held at Hampshire College in Amherst, MA from June 8-12. The subject for 1992 is "*Integration and Disintegration: The Breakup of the USSR, Integration in Europe, and the Changing International Order.*" This intensive five-day institute is subsidized -- room and most meals provided. There is a modest registration fee of \$25. For further information contact: Linda Harris, PAWSS, Hampshire College, Amherst, MA 01002; (413) 549-4600, ext. 367.

Summer Seminar on Economy and Culture Change at Boston University

The 2nd annual seminar on "**Economy, Values and Culture**" will be held June 22-July 10 at Boston University. The seminar brings together social scientists and humanists with an interest in theories of modernity and modernization; culture, ethics and economic action; and the politics and history of Western and non-Western capitalism. Fellows receive lodging, travel and a \$800 stipend. **Deadline: February 20, 1992**. Contact: Robert Hefner, Institute for the Study of Economic Culture, Boston Univ., 10 Lenox St., Brookline, MA 02146; (617) 353-9050.

FACULTY OPPORTUNITIES (cont.)

Summer Institute for Teachers of Russian at Bryn Mawr Russian Language Institute

From June 22-July 17, 1992 the American Council of Teacher of Russian (ACTR) and the Ford Foundation will sponsor a summer institute for secondary-school teachers or college-level teachers of Russian. Seminar topics will include reading, speaking, listening, and writing Russian, with supporting work in cultural competence, testing, applications of technology, and interactive teaching and learning strategies. All selected participants receive a stipend of \$800 for the 4-week program, full tuition, room & board, and reimbursement of travel expenses. **Application Deadline: March 15, 1992.** For information/application contact: Ford Foundation Institute, American Council of Teachers of Russian, 1776 Massachusetts Ave., NW, Suite 300, Washington, DC 20036; (202) 833-7522.

Faculty Enrichment Program in Russian & East European Studies at U. of Michigan

The Center for Russian and East European Studies will offer small grants for faculty members from regional colleges and universities to come to the University of Michigan campus for three to five day visits between May 1 and August 14, 1992 for curriculum development of topics related to the former Soviet Union and/or Eastern Europe. **Application Deadline: March 15, 1992.** For information/application contact: Dr. Donna Parmelee, Center for Russian & East European Studies, Univ. of Michigan, 204 Lane Hall, Ann Arbor, MI 48109-1290; (313) 764-0351.

Institute for World Affairs - Five 1992 Summer Sessions

The Institute for World Affairs in Salisbury, CT announces its 68th year of summer seminars on issues of international importance. Seminars are designed for professionals, scholars and students and are intended to provide an international and multi-professional forum for debate among individuals with diverse backgrounds, and focus on the important diplomatic and economic issues of our time. The subsidized cost for each two-week seminar is \$750, which covers all fees, lodging, meals and materials. The schedule of 1992 seminars:

Diplomacy in the 1990s (June 21-July 4, 1992)

International Financial System: How Well is it Working? (July 5-18, 1992)

World Trading System (July 19-August 1, 1992)

International Relations and Ethnicity (August 2-15, 1992)

Soviet Perestroika and Global Politics (August 16-29, 1992)

For more information/application contact: Bradford P. Johnson, Director, Institute of World Affairs, 375 Twin Lakes Rd., Salisbury, CT 06068; (203) 824-5135 or FAX (203) 824-7884.

Human Relations Area Files (HRAF) Summer Institute in Comparative Anthropological Research

The second of three Summer Institutes in Comparative Anthropological Research will be held at the University of California-Irvine from June 29-July 17, 1992. Supported by a National Science Foundation grant to the Human Relations Area Files (HRAF), the Institute is open to faculty interested in systematic comparisons across cultures, regional and worldwide, using primary and secondary data, coding, computers and state-of-the art statistical methods. Most if not all travel costs and room and board will be provided to 12 selected participants. For complete information contact Carol Ember, HRAF, PO Box 2054, Yale Station, New Haven, CT 06520; (203) 777-2334; FAX (203) 777-2337.

NEH Summer Seminars/Institutes for College/University Teachers: Deadline, March 2

Seminar grants provide support for teachers in 2-year, 4-year, and 5-year colleges and universities and for others who are qualified to do the work of the seminar and make a contribution to it. Participants attend summer seminars directed by distinguished scholars and teachers at institutions with collections suitable for advanced study. Seminars last from five to eight weeks. Participants receive a stipend between \$2,825 and \$4,000 depending of length of seminar. Twelve scholars are selected to participate, and applicants must submit a tentative plan for an individual research project or a program of intensive reading/study. Applications are submitted to the seminar director. [For a complete list of over 50 Seminars call NEH at (202) 786-0463.]

NEH also sponsors Summer *Institutes* for College and University Faculty; housing and travel are subsidized and a weekly stipend of \$250 is paid. Institutes are from 4-6 weeks, with 20 to 30 participants selected in open competition. The study program of an institute is designed to emphasize collaborative work under the direction of a group of scholars. Purpose is to provide opportunities for intensive study of texts, historical periods, ideas, and issues central to undergraduate teaching in the humanities. *Institutes* are designed to *train* people in areas in which they need to gain expertise. The *Seminars* (see above) are more for the purpose of research and study in a major library which the faculty member does not have access to at home. Applications are submitted directly to the Institute director. [Call (202) 786-0380 for complete list.] All deadlines for Seminars/Institutes: **March 2, 1992.**

Following is a selected list of a few summer offerings of possible interest to FACDIS faculty:

SEMINARS

"Social Problems: The Constructionist Stance" - June 15-August 7 at Southern Illinois Univ. Deals with social issues, reform or policy, including in other cultures. Contact: Joel Best, Dept. of Sociology, SIU, Carbondale, IL 62901; (618) 453-7615.

"Anthropological Approaches to Law" - June 22-August 14 at Princeton University. Seminar organized around a series of topics that bear on legal systems in developing societies and countries of the Western world. Contact: Lawrence Rosen, Dept. of Anthropology, 100 Aaron Burr Hall, Princeton Univ., Princeton, NJ 08544; (609) 258-5535.

"The Oral Tradition in Literature" - June 15-August 7 at U. of Missouri-Columbia. Seminar will attempt to formulate an interpretive method that will facilitate the understanding of oral traditional works in a comparative setting (Serbo-Croatian, Native American, African, etc.) Contact: John M. Foley, Center for Studies in Oral Tradition, 301 Read Hall, Univ. of Missouri, Columbia, MO 65211; (314) 882-9720.

"Human Rights in Theory and Practice" - June 15-August 7 at SUNY-Buffalo. Will focus on the clash between the ideal of universal human rights and the reality of cultural diversity. Contact: Newton Garver or Claude Welch Jr., Dept. of Philosophy, SUNY-Buffalo, Buffalo, NY 14260.

"Modernity and the City: Film, Literature and Urban Culture in the Weimar Republic" - June 15-August 7 in BERLIN. Examines responses of German filmmakers, writers, and intellectuals to urbanization and modernization. Contact: Anton Kaes, Dept. of German, Univ. of California, Berkeley, CA 94270.

NEH SEMINARS (cont.)

"Hispanic Metafiction" - June 15-August 7 at Cornell University. Critical examination of texts (Galdos, Cortazar, Garcia-Marquez, Borges, Cela) that deploy self-conscious literary strategies. Contact: John W. Kronik, Dept. of Romance Studies, Cornell Univ., Ithaca, NY 14853.

"Resistance, Rebellion, and Adaptation in Rural Latin America, 1500-1900" - June 29-August 14 at Univ. of California, San Diego. Will examine the traditional moral economy of the peasantry, and the impact of millenarianism and collective action. Contact: Eric Van Young, Dept. of History, 0104, Univ. of California, San Diego, La Jolla, CA 92093.

NEH INSTITUTES

"A Comparison Between the Imperial Institutions of the Ottoman Empire and Ming China" - June 28-August 1 at Princeton University. Designed to enhance the teaching on the Near East and China. Contact: Prof. Norman Itzkowitz, Dept. of Near Eastern Studies, 110 Jones Hall, Princeton Univ., Princeton, NJ 08540; (609) 258-4286/4280.

"The Art of India: Sacred and Secular" - June 8-July 17 at Columbia University. Aimed at both art historians and Asian studies scholars with an interest in art history. Contact: Vidya Dehejia, Dept. of Art History, Columbia Univ., New York, NY 10027; (212) 854-4505.

"Texts of the Pre-Columbian/Spanish Encounters, 1492-1650" - June 8-July 10 at Johns Hopkins University (under auspices of the Community College Humanities Association). For further information contact: Florence S. Hesler and George L. Scheper, Community College Humanities Association, c/o Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19310; (215) 751-8860.

"In the Land of Cortes and Malinche, Spanish Puebla and Indian Tlaxcala" - June 14-July 24 at University of Texas-Austin and University of the Americas, Puebla-Cholula, Mexico. Course in written spoken Nahuatl; participants will read Nahuatl and Spanish documents (in original and English translation) regarding the alliance of the Tlaxcalans with Cortes against the Aztecs and the history of the region from pre-conquest times through Mexican Revolution. Contact: Selena Solis, Institute of Latin American Studies, Sid Richardson Hall, Univ. of Texas-Austin, Austin, TX 78712-1284; (512) 471-5551.

"American Encounters: New Societies in a New World" - June 14-July 17 at UNC-Chapel Hill. For description and further information contact: Frank A. Dominguez, UNC-Chapel Hill, Dept. of Romance Languages, CB 3170, Chapel Hill, NC 27599; (919) 962-1002.

"The Encounter of Cultures in Brazil" - June 21-July 25 in Sao Paulo, Ouro Preto, and Salvador, Brazil (under auspices of University of Maryland-College Park). For further information contact: Saul Sosnowski, Dept. of Spanish & Portuguese, Univ. of Maryland, College Park, ND 20742; (301) 405-6441.

"Russian History and Culture through Art and Artifact" - June 19-July 31 in St. Petersburg, Russia (under auspices of Virginia Commonwealth University). For information contact: George E. Munro, Dept. of History and Geography, Virginia Commonwealth Univ., Richmond, VA 23284-2001; (804) 367-1635.

NATIVE FOREIGN LANGUAGE INSTRUCTORS AVAILABLE

A number of FACDIS institutions indicated a need for more foreign language instructors when surveyed for proposals for our new grant application. The following two excellent programs could provide a high-quality, low-cost solution to this critical need.

Foreign Language Teaching Assistant Program

The Foreign Language Teaching Assistant Program of the Institute for International Education (IIE) offers U.S. educational institutions an opportunity to engage native speakers for language-teaching programs. Under IIE auspices, Austrian, Belgian, Chinese, French, German, Italian, and Mexican university students or young teachers come to U.S. colleges, and universities to serve as instructors in language departments or in language houses on campus.

The duties of the assistants may consist of teaching, acting as resource persons in conversational situations, working in language laboratories, directing language houses, etc. In return for the services of the assistants, the host institutions provide room and board, a waiver of tuition, and a stipend (usually \$250 to \$350 per month). (Assistants from Germany may be eligible for grants from the German Marshall Fund of the US to supplement award offers.)

Candidates are chosen first by personnel in their home countries. IIE then reviews candidate dossiers and submits appropriate applications to participating US institutions, which make the final selection. IIE coordinates placement and provides administrative supervision throughout the academic year. (There is a \$125 placement fee.) Interested colleges/universities are urged to contact IIE as soon possible. Applicants who get their requests in by February 15 are assured a placement, but applications are accepted at any time. For further information write or call Luisa Guerriera, IIE, 809 United Nations Plaza, New York, NY 10017; (212) 984-5494.

Exchange: Japan - Educational Exchange Program

While the above program administered by IIE provides native instructors in French, German, Spanish, Italian and Chinese language, this program responds to the need for native Japanese instructors at little cost to the institution. Highly qualified Japanese participants are competitively selected in Japan after a series of examinations and interviews. The participants are matched with universities or colleges according to individual interest in the available curriculum as well as the needs of the institution and the arrangements offered. The lecturers then participate in an intensive nine-week training workshop at Bryn Mawr College on teaching Japanese as a second language. These well-trained instructors are then sent to the universities/colleges with whom "Exchange: Japan" has "Letters of Understanding."

The Japanese foreign language instructor is a mature person, often already a teacher in Japan, who wants to pursue graduate study in the U.S. (or sometimes a second Bachelor's degree). The American university/college provides tuition and fee waivers for the degree program, plus free lodging and meals, a book allowance, health insurance, and the cost (approximately \$500) of a follow-up workshop at Bryn Mawr at the end of the academic year. It is also necessary to provide a small stipend for incidental personal expenses. Deadline (in 1991) for return of "Letter of Understanding" was October 25. For complete information on this excellent program contact the U.S. Office of "Exchange: Japan": Penny Corbett or Bill Wiitala, Exchange: Japan, PO Box 1166, Ann Arbor, MI 48106; (313) 665-1820; FAX (313)665-5229.

UPCOMING MEETINGS OF INTEREST/CALLS FOR PAPERS

WV Humanities Council Seminar in October, 1992: "The Columbian Encounter"

The series of "Seminars with Visiting Scholars" that have concentrated on the study of Latin America will conclude October 8, 9 and 10, 1992 with a study of the Columbian Encounter just in time for Columbus Day. The Seminar will be held at the University of Charleston and the main speaker for the event will be Kirkpatrick Sale, author of the revisionist biography of Columbus, *The Conquest of Paradise: Christopher Columbus and the Columbian Legacy*. Other scholars for the Seminar will conduct public lectures and small group sessions and will share in a panel with Mr. Sale. Public school educators and higher education faculty are invited to apply for the Seminar. Please submit a short essay with information about yourself and your teaching activities. (Please include address and phone number). Expenses (except for travel) will be paid by the Council. **Deadline for preliminary inquiries: April 30, 1992.** Apply in writing to:

WV Humanities Council, Suite 800, The Union Bldg., 723 Kanawha Blvd., Charleston, WV 25301; (304) 346-8500.

Conference on "Internationalizing the Curriculum" in Paducah, Kentucky April 3-4

"Internationalizing the Curriculum" will be the focus of a conference to be held in Paducah, KY on April 3-4, 1992. Sponsored by the Center for International Programs of Murray State University, the conference will present sessions on internationalization through discipline-specific curriculum/course projects; general education curriculum; faculty development; study abroad linkage to internationalization on campus; use of technology; funding sources. Abstracts (75 words maximum) and summary of 250-500 words were due on February 1. To inquire if late submissions will be accepted, or to receive further information and registration material contact:

Celia Wall, Center for International Programs, Murray State University, Murray, KY 42071; (502) 762-4152.

Undergraduate International Conference on Europe at Ball State University: April 10, 1992

Ball State University is conducting "Europe Year 1991-1992" and is sponsoring an undergraduate conference on the topic of "Europe." Organizers have asked FACDIS to publicize this conference, and for FACDIS faculty to encourage any interested students to submit papers on a European topic (in any academic discipline). Presentations will be limited to 15 minutes with five additional minutes allotted for audience questions. Luncheon will be provided, and will be covered by a registration fee of \$10. Lodging available at discounted rates. Faculty are encouraged to serve as mentors for their undergraduate students and to attend conference if possible. Abstracts should be postmarked by **February 28, 1992**. Abstracts (approximately 100 words) must be in a common format. For further information on abstract submission or conference objectives contact:

Prof. John W. Vann, Marketing Dept. (317) 285-5194; FAX (317) 285-8024. Abstracts should be sent to: International Conference on Europe, Europe Year Office WB 134, Ball State University, Muncie, IN 47306.

MEETINGS (cont.)

Workshop on the European Community to be held at Univ. of Pittsburgh: April 10

On Friday, April 10, 1992, the West European Studies Program at the University of Pittsburgh will host a workshop on "The European Community After Maastricht." This regional one-day seminar will include speakers who are faculty from the University of Pittsburgh as well as Carnegie Mellon. The program is scheduled to open at 8:30 am, and morning sessions include "The History of EC," "EC Institutions: Undermining National Sovereignty?" and the "European Monetary Union." Afternoon topics are "The European Community's New Security Role," "The U.S. Role in Europe," and "Multilateralism in Atlantic Relations." For further information or to register contact: Susan Petersen, Assistant Director, West European Studies Program, 4E21 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7405; FAX (412) 648-2199.

Workshop on the European Community to be held in Chicago: March 26-27, 1992

In addition to the workshop above, the West European Studies Program at Pitt, in cooperation with the European Community Studies Association (ECSA) is sponsoring a workshop, also on the title "The European Community after Maastricht," to be held at the Palmer House in Chicago, IL from March 26-27. This workshop immediately precedes the Council for European Studies' 8th International Conference of Europeanists. Topics at this two-day workshop include "Institution-Building After Maastricht," "Is the Community a Regulatory State?" "Social Policy Within the 'New' Europe," and "The Implications of Economic and Monetary Union." There are no fees for registration, coffee or the Thursday lunch, however space is limited and advance registration is required. Members of ECSA will be given preference (ECSA annual membership dues are \$20). To register contact: Susan Petersen (see address and phone above). For information on ECSA and to join contact: ECSA, George Mason University, 4001 N. Fairfax Dr., Suite 450, Arlington, VA 22203; (703) 993-8200.

Annual Meeting of Institute for German American Relations at WVU: April 2

The Institute for German American Relations (IGAR), in cooperation with the Office of International Programs at West Virginia University, invites participation in an all-day program of German-American activities on Thursday, April 2, 1992, held at the WVU Mountainlair. FACDIS Co-Director, Dr. John Maxwell will moderate an evening panel on the subject, "The Current State of German-American Relations" (7:30 pm). The Ambassador of the Federal Republic of Germany and a representative of the United States government have also been invited to participate on this panel. FACDIS member, Dr. Arthur Buck (English, WVU) is Vice-Chairperson of IGAR and Program Coordinator, and can provide additional information on this meeting. Contact him at the Department of English, WVU, Morgantown, WV 26506; (304) 293-3107. For more information on IGAR, contact Dr. Bruce D. Martin, Chairperson, 9380 McKnight Rd., Suite #102, Pittsburgh, PA 15237; (412) 364-6554/FAX: (412) 364-7752.

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***PLAN TO ATTEND THE WV FOREIGN LANGUAGE TEACHERS ASSOCIATION
SPRING CONFERENCE IN MORGANTOWN
APRIL 24-25, 1992***

FACDIS FACULTY REPORTS

- I. FACDIS Faculty Member: Roland Williams (Geography, West Liberty State College)
Meeting: National Council for Geographic Education, Saint Paul, MN, Oct. 23-26, 1991

PROFESSOR WILLIAMS'S REPORT:

This convention was extremely valuable to me. First, because there were numerous papers and workshops that focused on a great variety of topics in international education and secondly, because of the good news that West Virginia was to become a National Geographic Society "Geographic Alliance State." Although becoming an Alliance State is of great interest to a large percentage of FACDIS members, further information about this will be forthcoming in more detail from Joe Manzo, (Geography) Concord College.

My intent in this report is to inform faculty about some new subject areas that are currently being researched and about techniques employed in international education by geographers. Perhaps more importantly, to identify the people who are doing this research in order to facilitate networking by FACDIS members.

The 76th Annual Meeting had the basic theme of "This Land Is Our Land." As such, there was a heavy concentration on the areas of migration and settlement, and the environment. In the area of migration and settlement, four papers strongly impressed me.

The first, "The Colonial Imprint on Africa: Temporary Infringement or Permanent Reality?" by Burton O. Witthuhn, Western Illinois University, caught the theme of how self-identity is attempting to discard "colonial imprinting." The major problem appears to be that there is seldom a single self-identity, rather a collection of identities. The colonial map of Africa with the present nation-states as currently outlined seems destined to continue. Names of the countries may change, but few boundaries have undergone modifications. There also seems to be little change in language and religion. What changes have occurred, have been more surface changes, e.g., flag, national anthem, and currency. The major institutions and infrastructures of the colonial period appear to be "live and well."

The second paper, "African Images in Tourist Brochures: Perception, Reality and Classroom Use" by Edward T. Weiss, Jr., Northern Kentucky University, examined the poor perception Americans have of Africa thereby affecting tourism. After a brief introduction on "hidden messages" that often are portrayed in advertising and perceptual concepts, the major thrust of this paper was to demonstrate how tourist brochures on Africa could be employed in the classroom. The author of this paper suggests that the students really enjoy "testing" what the brochures are saying or implying to what occurs in reality. Having the students to do these exercises reinforces thinking skills as well as learning about that particular area.

The third paper, "From Diffusion to Evolution: New Perspectives of the Peopling of the West Indies" by Gary S. Elbow, Texas Tech, discussed some new linguistic findings that have recently been discovered. Although not conclusive at this time, new linguistic studies are beginning to alter the earlier views of migration patterns among the pre-Columbian Indians. Increasing evidence is suggesting greater evolution tendencies than migration to explain the patchwork settlement pattern of the West Indies.

FACDIS REPORTS (cont.)

The last paper that I will mention may present some interesting ideas to a great variety of FACDIS members. John Lunstrun, Florida State University, presented a paper titled "Developing Geographic Insights Through Family Histories." By asking the students in class to develop a rather simple genealogical tree, the instructor can ask a great variety of questions focusing on political, economic, religious, or environmental conditions of their ancestral origins. The author maintains, and rightly so, that the students develop tremendous enthusiasm for this activity because they can directly relate to it. If properly designed, the pedagogy the instructor can achieve from this exercise; research skills, information and student interest can go a long way.

In closing, if additional information about the convention is needed, please contact me.

- II. FACDIS Faculty Member: Kenyon Stebbins, (Sociology/Anthropology, West Virginia University)
Meeting: 90th Annual Meeting of the American Anthropological Association, Chicago, IL, Nov. 20-24, 1991.

PROFESSOR STEBBINS'S REPORT:

The American Anthropological Association meetings are the largest anthropological meetings in the world, with over 5,000 anthropologists in attendance.

I organized and chaired a session invited by the Society for Medical Anthropology. The session, "Corporate Medicine/Corporate Ailments: How the State and the Corporation Affect Health at Home and Abroad," included papers by eight participants and one discussant. My paper, "Making a Killing South of the Border: Multinational Cigarette Companies in Mexico and Guatemala," reported on my recent field research (Summer 1990) in Mexico and Guatemala, and discussed the alarming extent to which Philip Morris and RJ Reynolds are successfully winning the hearts and minds (and lungs) of increasing numbers of Latin American youth, especially women. The session was stimulating, provocative, and well-attended. As organizer of the session, I have been invited by the editor of *Social Science and Medicine* to serve as guest editor for a special issue of the journal featuring the several papers, and I have agreed to do so.

As chair of the Critical Anthropology of Health Caucus (a subgroup of the Society for Medical Anthropology), I attended two business meetings and chaired a third.

I attended several other sessions that were of great interest and relevance to the courses I teach: Latin American Cultures, Medical Anthropology, Language and Culture, World Culture, and Introduction to Anthropology. In these sessions I was exposed to a variety of new ideas and materials that will prove useful in my classes. As always, the book publishers' exhibits (over 60 different publishers!) were stimulating, and made me wish I could endow a new wing to WVU's library, filled with all the latest anthropological works.

I am grateful to FACDIS for helping to defray the expenses of and expensive convention!
[Ed. Note: For further information on this meeting contact Professor Stebbins, Dept. of Sociology/Anthropology, WVU, Morgantown, WV 26506; (304) 293-5801.]

FACULTY REPORTS (cont.)

- III. **FACDIS Faculty Member: Hassan Zavareei, (Social Science, WV Inst. of Technology)**
Meeting: 25th Annual Middle East Studies Assn., Washington, DC, Nov. 23-26, 1991

PROFESSOR ZAVAREEI'S REPORT:

Selected summary of presentations attended:

1. "Transnational Sources of Support for the Kurdish Resistance," by Michael Gunther of Tennessee Tech University.

There is a belief in Turkey, home to about half of all the Kurds, that the support for the Kurdish resistance in Turkey comes from abroad. This includes Iran, Iraq and Syria, with the latter providing the bulk of that support. Iraq and Iran's support is moderate and tacit. Syrian support for the Kurdish resistance has diminished somewhat in the recent past, but it is still there (which, in part, explains the cool relations between Syria and Turkey).

An important aspect of the Kurdish question is *diaspora*, mostly in Europe. About 400,000 Kurds live in Germany alone. This has led to social and political tension in the Continent. The pending "EC 92" and the increasing unemployment problem has aggravated the situation. At the same time, EC castigated Turkey for the treatment of Kurds in 1987. In the same context, Swedish authorities initially blamed the Kurds for the assassination of Olaf Palme. This proved to be an unsubstantiated accusation, and the general feeling is that Turkey planted the misinformation in its efforts to discredit the Kurds. While Turkey continues to protest European support for the Kurds, it continues their suppression.

2. "The Intifada and Political Leadership Among West Bank Palestinians," by Erika Alin, American University.

Intifada has changed the role of local, resident forces in relation to the PLO. The emergence of local leadership has been an important development in Palestinian life and politics. The resident political activists have become more prominent and public figures. This has led to the following important developments:

- Emergence of a consensus for political resolution to the issue of Palestinian homeland. This consensus has as its immediate objectives local autonomy and cessation of Jewish settlements in the occupied territories.
- Emergence of prominent public figures from occupied territories capable of articulation and communication Palestinian political and social aspirations.
- These developments have been closely linked to the PLO leadership.

The political objectives of the Intifada have been articulated to include:

- Focus on achieving limited concessions from Israel; these include release of political prisoners, independence, and end to settlements in the Occupied Territories.
- Shift to a higher level of political activity by late 1988: demand for a peace process, and political resolution; the adoption of a modified PLO platform in late 1988.

In summary, the Palestinians in the Occupied Territories played an important role in changing the dimensions of the Israeli-Palestinian question emphasizing the PLO leadership and the two-state solution.

FACULTY REPORTS (cont.)

3. "Abu Barbar: Popular Committees, Elite Conflict and Social Change in Bayt Sahur During the Palestinian Uprising," by Glenn Robinson, Univ. of California-Berkeley

This paper was concerned with the development of various cooperatives during the Intifada to meet the needs of the Palestinians by relying on local resources. Backyard farming, producing meager amounts of political vegetables," had minimal output but were symbolically important, highlighting the importance of self-reliance. Health committees with the help of the Greek Catholic Mission were allowed to re-open a clinic which then treated 15,000 patients in 15 months. Such popular committees were important in sustaining and deepening the uprising. An interesting observation was that these committees were strongest where strong clan ties were present. The existing clan ties seemed to serve the needs of the Intifada even though the purposes for these ties had changed. This occurred concurrent with the process of ideological changes and institutional learning. It seems that emergencies push new elites forward with new routines and new ideologies. In methodological terms, it is important to set the analysis of the situation on the interaction of new/old elites/ideologies.

[NOTE: Prof. Zavareei reported on three additional papers: "The Qarani Affair: An Attempt to Promote Reform from Above" (Mark Gasiorowski, LSU); "New Challenges for the European Community's Middle Eastern Policy after the Gulf War" (Freidmann Buettner, Free Univ. of Berlin); and "Regional Cooperation and Security in the Middle East: The Role of the European Community" (Timothy Niblock, Univ. of Exeter). Interested faculty should contact FACDIS for a full copy of this report, or contact Prof. Zavareei (304-442-3276) for additional information.]

- III. FACDIS Faculty Member: Pauline R. Nelson, (Foreign Language, Bethany College)
Meeting: American Council on the Teaching of Foreign Languages (ACTFL)
Annual Meeting, Washington, DC, November 23-25, 1991

PROFESSOR NELSON'S REPORT:

At this conference, I attended six sessions on the teaching of culture in the foreign language classroom. Each of the sessions I attended (see below) was to some degree helpful.

Session #1 - "How to Use Authentic Video Interviews to Integrate Language and Culture" (Diana Regan). This session illustrated that using videotaped interviews of native speakers, conducted in French by American students (even with their linguistic flaws), is an effective way to heighten student interest in and knowledge of the culture.

Session #2 - "The Second Immersion Principle: Developing Cultural Proficiency in Context" (John Miles, Luz Maria Berd). This session described successful language immersion weekends in Illinois and demonstrated how much can be accomplished linguistically and culturally in a short time (even during class time) if: a) participants pledge to speak only the target language; b) if activities are varied, authentic and interesting.

Session #3 - "Keeping Current and Teaching Current Events: A Framework for Using Last Night's TV News" (June Phillips, Judith Liskin-Gasparro). This session illustrated a relatively easy way for foreign language teachers to bring transitory current events from the target culture into the classroom. The key for comprehension, the presenters concluded, was to use only a brief clip of the broadcast and to help students find its basic structure without becoming lost in relatively unimportant details.

FACULTY REPORTS (cont.)

Session #4 - "Why Do They Do It That Way? Sensitizing Students for Culture Learning" (Jean Moore). This session outlined current theory on the development of intercultural sensitivity. The presenter introduced Roy D'Andrade's work on the creation of cultural meaning, stressing the importance of the interaction between the individual and the information. The rest of the session highlighted Milton Bennet's "Developmental Model of Intercultural Sensitivity," a step-by-step analysis of progressive attitude changes from ethnocentrism to ethnorelativism: Denial, Defense, Minimization, Acceptance, Adaptation and Integration. Sub-stages within these six also were discussed. The difficulty of achieving and defining the ultimate goal, Integration's "Constructive Marginality" were highlighted, along with its possible negative counterpart, "Destructive Marginality." The presenter emphasized that teachers in the classroom can increase cultural awareness and lessen "culture shock" by:

- a. making students conscious of their own place within these stages;
- b. helping them to understand that culture is a context, or frame of reference, and that all people come out of such a context;
- c. helping students learn to make "metacultural switches" in which changes in cultural frames of reference can occur.

Session #5 - "Using Cultural Material as the Core of the Language Lesson" (Nancy Shumaker). Provided ideas for using culture materials and realia for specific language purposes.

Session #6 - "Francophone Cultural Literacy: A Beginning" (Katherine Kulick and Clare Mather). This session provided a practical means of familiarizing students with their new frame of reference. The presenters discussed a model for incorporating significant culture content (specifically, the francophone world) into the second-year language course. Acknowledging most teachers' lack of formal academic background in culture studies, the model relies heavily on individual student research on specific topics. In the model, each student selects a topic (a francophone country or area) and then, during the course of the semester:

- a. completes a written questionnaire on the area's basic geographical, economic, political, social, cultural and historical situation;
- b. makes an oral presentation on a distinctive feature of the region;
- c. writes an essay on the contributions of one outstanding individual from the target culture, and role-plays that person in a special conversation activity.

(All of the above activities are carried out in the target language. Potential final exam questions are prepared by each of the students on his/her topic.) This model provides me with a new approach to the teaching of culture in my intermediate-level classes. Since it involves both the spoken and written word, it can contribute to the linguistic objectives of the classes as well. The content of this model fits nicely into my Francophone World course, of course, but I also believe that I can adapt this model the France-related Conversation and Composition course I plan to revise. There, the student projects could highlight specific areas of France (especially those with special ethnic or regional identities) or perhaps specific time periods in the history of France.

In summary, the ACTFL Conference was a crash course on the current state of the teaching of culture, a topic of growing interest nationally. Unfortunately, most discussions of culture, both at the Conference and in foreign language classrooms, are fairly superficial. But progress is being made (we should note with special appreciation the work of Howard Nostrand), and perhaps soon we will, as professional teachers of language AND culture, be able to explore and define our target cultures in a more accurate and profound way than we now do and, more important, be able to provide our students with skills necessary to analyze, understand and appreciate the culture whose language they are studying.

RESOURCES FOR TEACHERS

Mini-Units on Foreign Policy Alternatives

The Choices for the 21st Century Education Project at the Center for Foreign Policy Development at Brown University continues to develop curricula for teaching international relations, foreign policy, etc. While most are designed for high-school use, the developers also recommend them for lower-level college classes. The mini-units are available at modest cost from: Choices Education Project, Box 1948, Brown University, Providence, RI 02912; (401) 863-3155. (Photoduplication of all units is permitted.) New and revised units include:

The Arab-Israeli Conflict: Looking for a Lasting Peace (February 1992). With U.S. policy-makers taking a fresh look at the prospects for peace between Arabs and Israelis, this unit gives students an opportunity to consider one of the world's most intractable problems and explores a wide-ranging set of options for U.S. foreign policy. This two-week supplement includes background material and class activities featuring role play, critical analysis, informed discussion, and decision making. (\$4.00)

Facing a Disintegrating Soviet Union (Revised and updated, November 1991). This 43-page mini-unit explores U.S. policy after the failed coup and the rapid collapse of communism in the USSR. Unit includes background information on the republics, on Communism and the Soviet economy, and on the military. Questions lead students to a clearer understanding of the history of the region, the Gorbachev era, and of recent developments in U.S.-Soviet relations. (\$4.00)

The Role of the United States in a Changing World (Revised and updated November 1991). In recent years, far-reaching changes have taken place in U.S. foreign policy. This unit guides students in a broad consideration of what the U.S. role should be in light of shifting international relations. This is a three-to-five day supplement. (\$4.00)

New Foreign Policy Text to Be Available in Fall 1992 - The "Choices" Project is currently testing a college text to help students keep pace with the changing U.S. international role.

America's Role in a Changing World: Choices for the 21st Century, is a supplementary text that is scheduled to be published by Dushkin Publishing Group in the summer of 1992. At the core of the text is a framework of futures, essentially four alternative images of the United States in the year 2001. The choices approach forces students to seriously contemplate the historic juncture the United States has reached. Accompanying the four futures are background chapters that consider the U.S. role in the world in the context of recent events. Contact the "Choices" Project (see address/phone above) for more information.

Report on "New World Order" Available from International Development Conference (IDC)

From Cold War to Cooperation: Dynamics of a New World Order (Phillip Hesser, ed.) is the report of the 1991 International Development Conference. Based on contributions of over 1,600 participants, the report captures the latest thinking on key global issues and foreign policies in an attempt to define a sustainable, peaceful world order. Themes address post-Cold War security concerns, new foreign policies based on international cooperation, and improved global relationships. Other features include fact files (materials with quantitative analyses of relevant data), dossiers of analyses on critical issues, and selected IDC conference reports. **56 pp. \$10.** Contact: IDC, 1401 New York Ave., Washington, DC 20005; (202) 638-3111; FAX (202) 638-1374.

RESOURCES (cont.)

Simulations Available

Intercultural Simulation Game: Junior Year Abroad

"**Junior Year Abroad**" is a computer simulation package designed to help students learn about non-verbal communication in intercultural contexts. In "Junior Year Abroad," students spend a simulated year abroad in the imaginary country of Amisto. While in Amisto, students experience 31 situations, all of which are based on intercultural research into non-verbal communication. The complete package includes the software, a Teacher's Manual (91 pages) and a Student Workbook (42 pages) providing a complete curricular unit with background information, group activities, and journal writing assignments. They can be printed from the program diskette in ASCII format, or a professionally printed copy may be purchased separately. "Junior Year Abroad" requires an IBM PC or compatible with at least 256K of memory and CGA (or EGA) graphics and is available in two 5 1/4" or one 3 1/2" disk formats and it may also be installed onto a hard disk. This simulation is part of the Center for Applied Linguistics' Languages and Linguistics Software project. It may be purchased for \$49.95 from: The Academic Software Library, Box 8202, North Carolina State University, Raleigh, NC 27695; (800) 955-TASL.

Simulation on Energy/Environment from the Program on Negotiation Clearinghouse at Harvard

The Program on Negotiation Clearinghouse has an extensive list of environmental and energy simulations and related materials. New simulations include: "**The National Energy Policy Game**," developed by the MIT-Harvard Public Disputes program. This multi-party, multi-issue simulation introduces players to consensus-building, issue "packaging," informal caucusing and negotiation in the public sector. The simulation begins with a 15-minute news program video describing the events of the simulation scenario and setting the mood for the game. At least 27 players (16 Commissioners, nine lobbyists, and two media commentators) are needed; the exercise works better when there are 2 players in each lobby group. The game can be played in one day or over a few weeks. (Over a few weeks it takes six and 3/4 hours.)

The scenario begins with a serious energy emergency which has caused oil prices to skyrocket; international supplies of oil and gas have been cut back; the US is unable to meet the demand for coal, oil, and power. The President has tapped America's Strategic Petroleum Reserves, but there is no consensus on any concerted international action, and indeed, there are major disagreements about how to reduce U.S. energy vulnerability. The President has convened a bipartisan Commission on America's Energy Future. The Commission has six months to reach the consensus seen as essential to reducing internal political conflict and allow the country to speak with a unified voice about long-term remedial actions.

The Preview Package, with teaching note, rental of 15-minute video, simulation schedule, newspaper article, general information, and brief review of each of 25 roles is \$20.00. Each participant role is \$3.00 (or \$75 for all 25 roles).

For further information on the above simulation and other environmental and energy simulations/materials contact: Program on Negotiation Clearinghouse, Pound Hall 500, Harvard Law School, Cambridge, MA 02138; (617) 495-1684; FAX (617) 495-7818.

RESOURCES (cont.)

Case Studies In International Affairs: A New Series from Westview Press

The case-study approach to teaching is on the rise in foreign policy and international studies classes. Westview has introduced the first two texts in the series, edited by Martin Staniland of the University of Pittsburgh. The series is the outgrowth of the Pew Case Studies in International Negotiation Project, funded by the Pew Charitable Trusts. Each text will include theoretical and historical background material, four to eight case studies from all regions of the world, material introducing and connecting the cases, and discussion questions. Teaching notes will be provided to adopting professors. The first two titles in the series are:

Ethics and International Affairs - edited by Rachel M. McCleary. Cases in this book range from questions about the U.S. invasion of Panama to the withdrawal from Vietnam, from the uneven application of the Law of the Sea to the equally uneven distribution of trade favors emerging from the integration of the European Community. Considerations of economic justice are also the focus of a case on the Mexican debt crisis. (August 1991, 160 pages, \$10.95 paper).

Falling Friends: The United States and Regime Change Abroad - edited by Martin Staniland. The case studies illustrate regime change and show how each crisis of succession have implications not only for U.S. foreign policy but also for changes around the world. In the process of learning about regime change, students learn the history, culture and personalities involved from Batista and Eisenhower to Marcos and the Reagan administration. Cases focus on Cuba, Nicaragua, Iran, and the Philippines. (March 1991, 160 pages, \$10.95 paper).

Forthcoming titles in this series include *Negotiating for Peace* (ed. Allan E. Goodman), *Multilateral Negotiations* (ed. Abiodun Williams), and *International Financial Negotiations* (ed. Thomas J. Biersteker). Examination copies may be requested for classroom adoption (\$5 prepaid). For further information on this series contact: Westview Press, 5500 Central Ave., Boulder, CO 80301; (303) 444-3541/FAX (303) 449-3356.

Teaching the Sociology of Peace and War: A Curriculum Guide

Edited by John McDougall and Helen Raisz in cooperation with the Section on the Sociology of Peace and War, the American Sociological Association Teaching Services Program offers this new curriculum guide. First offered in 1991, the guide is 169 pages, \$6.00 for members; \$7.50 for non-members of ASA. To order contact: ASA, 1722 N St., NW, Washington, DC 20036; (202)833-3410; FAX (202) 785-1046.

Free Teaching Newsletter on Development Issues Available

The Interfaith Hunger Appeal (IHA) publishes a quarterly newsletter focusing on development issues for college and university faculty. It aims to serve as a forum for discussion of recent scholarship and to inform educators about materials available for classroom use. The past two issues have dealt with "Women and Development," and have been particularly helpful. The September 1991 issue focused on "Women and Development: Teaching About Gender, Work, and Inequality." The December 1991 issue focused on "Teaching About Gender, Politics, and the Environment." An extensive bibliographical survey of women and international development is included. To receive copies of these newsletters and to be placed on the mailing list contact: Interfaith Hunger Appeal, 475 Riverside Dr., Suite 635, New York NY 10155; (212)870-2035.

RESOURCES (cont.)

EXHIBITS ON LOAN

"Diversity Endangered" - A Smithsonian Poster Panel Exhibition

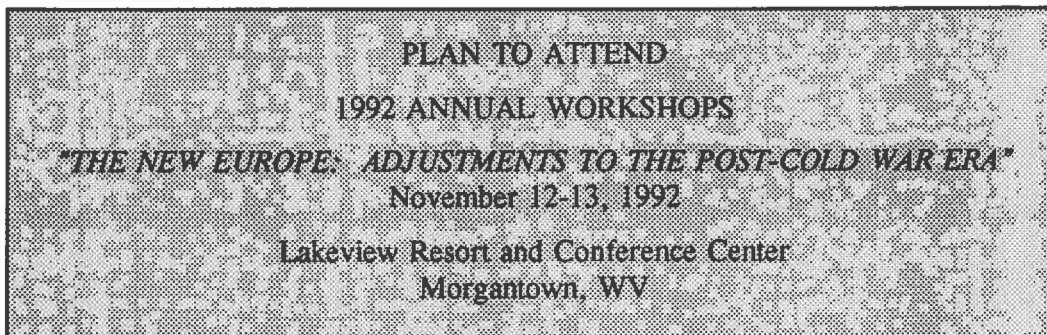
FACDIS members who attended the Tenth Anniversary Workshops & Conference in November 1991 may recall the large poster panel exhibit that was displayed in the registration area. FACDIS purchased the poster exhibit from the Smithsonian Institutions Traveling Exhibition Service (SITES) for \$450, and would like to make the exhibit available by loaning it to interested FACDIS institutions. Institutions would be responsible for the return shipping charges. (UPS charges would be under \$10.00.)

Through color photographs, illustrations, and informative text, the 15 poster panels examine the worldwide deterioration and destruction of our planet's biological diversity. Through images and text, the exhibition defines biological diversity--the immense variety of interrelated life forms on earth. It provides examples of complex habitats and discusses the importance of those sometimes remote ecological systems to our daily lives. Causes of species and habitat loss are examined as are some alternatives to their destruction. The posters explore solutions to the problem of the loss of biological diversity and ways in which individuals can make a difference. The exhibition is accompanied by a 10-minute videotape that provides a concise introduction to the meaning and importance of biological diversity by focusing on the remarkable variety of land and aquatic environments around the world.

If your institution would be interested in borrowing this exhibit, please contact Ann Levine in the FACDIS office at (304) 293-7140.

Photograph Exhibit of Morocco Available

Professor Robert E. Rowe of the Department of Art at Marshall University is offering to loan a collection of photographs of Morocco (and several from the Seville area of Southern Spain) that he took during Fall of 1991. Entitled "Morocco Today" the exhibit includes 30 black and white and color mounted photographs, focusing on the Moorish architecture of the region, as well as studies of the faces of the people in this area. The largest photograph is 20" by 24". If anyone is interested in borrowing these photographs to exhibit, please contact Professor Rowe: Department of Art, Marshall University, Huntington, WV 25755; (304) 696-6760.



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

The FACDIS Newsletter needs news of you -- your publications, awards, grants, activities -- your campus, organizations, faculty/student events -- both past and present. We also request information on your teaching innovations and your syllabi for courses in which you experimented with new teaching materials/methods. We wish to increase our "syllabi bank."

Please return this form to:

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