



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

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

Plans are virtually complete for the annual **John A. Maxwell Scholar-Diplomat Program**, focusing this year on the topics of **Nation Building and Post-Conflict Reconstruction**. This annual program represents the thirteenth in our series of three-day policy briefings in Washington, DC. FACDIS' Washington seminar program is modeled after the old U.S. State Department "Scholar-Diplomat Program," held in the 1970s, for faculty from across the country.

FACDIS Assistant Director Ann Levine has been working with FACDIS member Hannah Geffert of Shepherd College to organize this year's program, and both will accompany the group to Washington. Briefings have been arranged with a number of high-level practitioners as well as think-tank scholars. The opening luncheon speaker, Tom Melia, of Georgetown University's Institute for the Study of Diplomacy, has been of enormous help in recommending other specialists on this topic. Other special luncheon speakers on the following two days include the Ambassador of Bosnia and Herzegovina, Igor Davidović, and the Ambassador of Afghanistan, Ishaq Shahryar, who will talk about rebuilding their countries after war.

Other presenters include Major General William L. Nash, Director of the Center for Preventive Action at the Council on Foreign Relations, a retired two-star general who commanded the multinational peacekeeping force in Bosnia in 1996, and who served as a civilian administrator for the UN in Kosovo. Rick Barton, Senior Adviser at the Center for Strategic & International Studies, previously served as UN deputy high commissioner for refugees in Geneva. At CSIS, he co-directs a project to develop policy recommendations for assisting societies emerging from violent conflict. The Association of the U.S. Army (AUSA) will be represented on the program by Col. Scott Feil (USA-Ret.), who co-directed this project which has just prepared a report for a bipartisan "Commission on Post-Conflict Reconstruction," and who will provide a U.S. military perspective in maintaining security. The group will also hear from Lorelei Kelly and Elizabeth Turpen, who lead "Security for a New Century," a bipartisan study group for Congress, and from experts at USAID, the U.S. Department of State, and humanitarian aid organization, Mercy Corps.

Ten FACDIS members will participate in the March program. FACDIS began this series of private briefings in 1993, and in 1996 it was renamed in memory of the late FACDIS Co-Director, John Maxwell, because it was his idea to adapt the State Department model to meet the needs of FACDIS faculty.

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2003 FACDIS Summer Institute for Teachers
Religion and the World



July 27-August 3, 2003
Canaan Valley Resort & Conference Center
with two days in Washington, DC

Since 1987, FACDIS has been organizing Summer Institutes for Teachers, always on a topic of international interest. After last year's summer program celebrating the 2002 International Year of the Mountains, we asked participating teachers which topics they were interested in studying next. The topic that was repeated most often was "World Religions," so in an effort to fill this information need, we are organizing the Summer 2003 program on this topic. The week-long institute for pre-collegiate teachers is being offered to boost teachers' knowledge and understanding of world religions. The institute is designed primarily for middle school and high school teachers who wish to incorporate knowledge about world religions into a wide range of curricula.

The power of faith within any religious tradition can bring peace or generate divisiveness and violence. Now, more than ever, students need to develop a critical perspective when trying to understand and to resolve conflict in our changing, close-knit world. This Institute will be led by John C. Super, Professor of History at West Virginia University, who has led three previous FACDIS Summer Institutes, and was instrumental in planning last summer's program on the 2002 International Year of the Mountains. For over twenty-five years, Dr. Super has conducted research in Latin America, Spain, and Canada, and has taught Latin American and North American History at WVU. His most recent research interests have centered around the topic of religion, and he is currently researching and co-writing a book, *Religion in World History*, under contract with the publisher, Routledge, which is to be part of the "Themes in World History" series edited by Peter N. Stearns.

Vitaly interested in professional development opportunities, Dr. Super taught FACDIS Summer Institutes on "Latin America" in 1991, "North America" in 1999, and led a travel program for twenty teachers to Mexico for FACDIS in Summer 2000. The course will be co-taught by religious historian, Briane K. Turley, adjunct professor at WVU and co-author with Dr. Super of the forthcoming book. Dr. Turley, a specialist in religious history, was a Fulbright Scholar who taught American religious history in Hungary last year. Other guest lecturers will include FACDIS faculty associates with expertise in world religions, including Islam, Judaism, Buddhism and Hinduism.

In addition to five days of instruction, using the facilities of the conference center at Canaan Valley Resort in Tucker County, a high point of the Institute experience will include a weekend trip to Washington, DC. Thanks to funding from the State Legislature, FACDIS will be able to cover lodging and meals for up to 40 participants at Canaan Valley, all instructional costs, texts and materials, three hours of professional development graduate credit, plus the transportation to DC, two nights' lodging at Embassy Square Hotel, and some meals in Washington, where the group will visit such sites as the Islamic Center of Washington, a Jewish synagogue, and a Hindu temple.

By late February, application flyers will be mailed to teachers as well as school and county officials, and there will be full information on the FACDIS web page. The deadline for applications will be April 15.

FACDIS Office:

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NEH Seminar: *Women in Islam*



FACDIS and the WVU Center for Women's Studies received a \$25,000 Focus Grant from the National Endowment for the Humanities to support a year-long faculty development project on the topic of "*Women in Islam*." Fifteen faculty from twelve West Virginia higher education institutions, representing eight disciplines, are participating in the project. The above photo was taken of the NEH Seminar group during their first meeting at Lakeview Resort on November 6-7 during the 22nd Annual Workshops.

Seated, left to right, are Cynthia Smith (Psychology, Wheeling Jesuit University), Libby Boyles (School Psychology, Marshall University Graduate School), Janice Spleth (French, WVU), Nancy Nanney (Humanities, WVU-Parkersburg), and Bill Arnett (History, WVU). Standing, left to right, are Majed Khader (Islamic Studies, Marshall University), Carmen Durrani (Foreign Languages, Concord College), Jan Rezek (Sociology, WVU Tech), Barbara Howe (Project Director and Director, Women's Studies, WVU), Susan Walsh (Education, Salem International University), Vicki Phillips (Religion, WV Wesleyan), Kwame Boateng (Political Science, WV Wesleyan), Jim Natsis (International Studies, WV State College), Patricia Ryan (Political Science, Fairmont State College), Helen Bond (Education, Shepherd College), Hannah Geffert (Political Science, Shepherd College), and Bill Mallory (English, WV Wesleyan). Absent from photo: Susan Herrick (Sociology, West Liberty State College).

The group continues its readings, with chapters and articles placed on electronic reserve at the WVU Library, plus selected books provided by the grant. Prior to the first of several on-line "chat sessions" scheduled for the third week in February, the group has been reading *Women & Gender in the Modern Middle East* edited by Margaret L. Meriwether & Judith E. Tucker (Westview Press, 1999), *Women in the Qur'an, Traditions, and Interpretations* by Barbara F. Stowasser (Oxford University Press, 1994), an introductory book on Islam, and a variety of articles. Selections of readings were made by WVU faculty, Bill Arnett and Janice Spleth, as well as by our external consultants from the Center for Muslim-Christian Understanding at Georgetown University, Professors Yvonne Haddad and Amira Sonbol. Amira Sonbol participated as consultant in the November workshop, and both Professors Sonbol and Haddad will be part of the one-week Summer Seminar scheduled to take place at WVU from June 1-6, 2003. The week will culminate in a weekend trip to Washington, DC, to learn about some of the city's resources relevant to the seminar.

During the summer, participants will revise their syllabi and prepare teaching modules to incorporate texts and perspectives from the seminar. They will gather for a final meeting in Morgantown in November 2003 at the 23rd Annual FACDIS Workshops to share their projects with each other and others attending the workshops. The modules will then be added to the FACDIS website and will be available for wide dissemination.

NEWS AND NOTES

The Eberly College of Arts & Sciences at West Virginia University has selected three FACDIS faculty associates as recipients of the college's annual Outstanding Teacher Awards. Congratulations to **Robert Blobaum** (History, WVU); **Jamie Jacobs** (Political Science, WVU) and **Janice Spleth** (Foreign Languages, WVU)!

John K. Cox (History, Wheeling Jesuit University) published *The History of Serbia* (Greenwood Press, 2002). The book resulted from research conducted with a West Virginia Humanities Council fellowship.

Christina Czajkoski (Modern Languages, Wheeling Jesuit University) was named Visiting Faculty Fellow at the University of Pittsburgh for the period July 2002 to July 2003. Awarded a 2002 Summer Fellowship in Latin American Studies, Chris is continuing her study of Latin American Liberation Theology.

Fujiko Sawtarie (Computer Science, Bethany College) is the project director for the West Virginia Humanities Council's 2003 Summer Institute for Teachers, which will this year include a trip to Japan. The institute will be held at Bethany College and in the Japanese cities of Nagoya, Kyoto, and Tokyo. A select group of West Virginia teachers will have the opportunity to study the language, history, arts, and culture of Japan. Teachers must pay \$500 toward the travel expenses. Graduate credit and continuing education hours are available.

West Virginia State College received two mini-grants for a total of \$3,000 from the WV Humanities Council. One grant will support a French Immersion Weekend on the WVSC campus, March 28-29. The second will partially support a one-week study abroad component to Tepoztlan, Mexico, as part of a course on Mexican society taught by **Robert Hall** (Sociology) during Spring Semester 2003.

FACDIS WORKSHOPS 2003

The Global Challenge: Hegemony or Partnership?

November 13-14, 2003 (Thursday-Friday)

Lakeview Resort, Morgantown, WV

As announced in the December issue of this newsletter, the theme for our 23rd Annual Workshops has been selected. The topic is **The Global Challenge: Hegemony or Partnership?**

The topic will be examined from a variety of perspectives, including a focus on (1) Religion and Foreign Policy; (2) The Anti-Globalization Movement; (3) Cultural Dominance of the U.S.; (4) Climate Change/Environmental Challenges.

During Spring Semester 2003, we will be researching and targeting external consultants to serve as workshop leaders. We would like to ask any FACDIS member who has a special interest in these topics to make suggestions for possible presenters for 2003.

E-mail your ideas to Jack Hammersmith (jhammer@wvu.edu) or Ann Levine (alevine@wvu.edu) or call the FACDIS office at 304-293-7140.

Please put these dates on your calendar NOW!

UPCOMING MEETINGS AND OPPORTUNITIES OF INTEREST

Ecotourism Colloquium at WVU, February 28, 2003. The WVU Division of Forestry will host a one-day colloquium on Friday, Feb. 28, at the Westvaco Center, WVU Forest, (near Cooper's Rock) to review and discuss issues surrounding the International Year of Ecotourism. To pre-register, contact: Prof. Kelly Bricker, Recreation, Parks & Tourism, WVU; phone (304) 293-2421, ext 2443; E-mail: kelly.bricker@mail.wvu.edu

Southern Conference on Language Teaching (SCOLT). February 27-March 1, 2003. Atlanta, GA. For more information contact: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; (404)763-6796; E-mail: lynnemcc@mindspring.com; Web: <http://www.valdosta.edu/scolt>

99th Annual Meeting Association of American Geographers (AAG). March 5-March 8, 2003. New Orleans, LA. Contact: Association of American Geographers, 1710 Sixteenth St., NW, Washington, DC 20009-3198; Phone: (202) 234-1450; Fax: (202) 234-2744; E-mail: gaia@aag.org; Web: <http://www.aag.org>

XXIV International Congress of the Latin American Studies Association (LASA). March 27-29, 2003. Dallas, Texas. Theme: *The Global and the Local: Rethinking Area Studies*. For more information contact: Latin American Studies Association, 946 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260; Phone: (412)648-7929; Fax: (412)624-7145; E-mail: lasa@pitt.edu; web: <http://lasa.international.pitt.edu>

29th Annual Third World Conference (TWC). March 27-29, 2003. Chicago, IL. Theme: *Development, Global Security, and Sustainability*. Contact: Third World Conference Foundation, 1525 E. 53rd St., Suite 435, Chicago, IL 60615-4509. Phone: (773) 241-6688; Fax: (773) 241-7898. E-mail: twcfusa@aol.com; Web: <http://www.twcfinternational.org>

Association for Asian Studies Annual Meeting (AAS). March 27-30, 2003. New York, NY. **Registration deadline: March 3, 2003.** Contact: Association for Asian Studies, 1021 East Huron Street, Ann Arbor, MI 48104; Phone: (734)665-2490; Fax: (734)665-3801; web: <http://www.aasianst.org/annmtg.htm>

15th Québec Winter Symposium. March 28-30, 2003. Montréal, Québec. Theme: *The Télé-Roman: Québec Contemporary Popular Culture*. Program will feature leading actors, writers, producers and academics, and is dedicated to analyzing this unique Quebec television phenomenon. Subsidized by the Center for the Study of Canada at SUNY-Plattsburgh, the symposium is conducted entirely in French. Cost: \$325 U.S. (double occupancy) or \$395 U.S. (single occupancy). Fee includes lodging for two nights, two breakfasts, one lunch, two dinners, admission to *Juste Pur Rire* museum and admission to a popular theatrical performance. **Registration deadline: March 1, 2003.** For further information contact: Manon Bradley, Program Coordinator, phone: (518)564-2385; E-mail: bradlemn@plattsburgh.edu or Dr. Donald Cuccioletta, Symposium Program Director, phone: (518)564-2226; E-mail: cucciod@plattsburgh.edu

Northeast Conference on the Teaching of Foreign Languages (NECTFL). April 10-13, 2003. For information contact: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Phone: (717) 245-1977; Fax: (717) 245-1976; E-mail: nectfl@dickinson.edu; web: www.dickinson.edu/nectfl

4th Annual Middle States African Studies Association. May 1-May 3, 2003. West Virginia State College, Institute, WV. Theme: *Legacy of Empire: War, Famine and Poverty in Africa and the Diaspora*. **Deadline for 200-word abstract: February 15, 2003.** Contact: Dr. C. Stuart McGehee, Chair, Department of History, 307 Hill Hall, Campus Box 162, West Virginia State College, Institute, WV 25112-1000; Phone: (304) 766-3240; Fax: (304)766-5186; Email: mcgehest@wvsvax.wvnet.edu; web: <http://www.wvsc.edu/msasa/>

The U.S., Guatemala, and Latin America: New Perspectives on the 1954 Coup. May 14-16, 2003. Washington, DC. Open conference sponsored by the Office of the Historian at the U.S. Department of State. Contact: Douglas W. Trefzger, Conference Coordinator, Department of State, Office of the Historian, 2401 E Street, NW, Room L-409, Washington, DC 20522; Phone: (202)663-3529; Fax: (202)663-1289; E-mail: TrefzgerDW@state.gov

MEETINGS (cont.)

12th Annual Conference of the World History Association (WHA). June 26-29, 2003. Atlanta, GA. Themes: 1) *Migration and Identity*; 2) *Comparative Perspectives on Islam and Islamic Politics*; and 3) *The Boundaries of World History: Chronological, Methodological, Disciplinary*. Contact: C. Kieko Matteson, Executive Director, WHA, Sakamaki Hall A203, 2530 Dole Street, University of Hawaii, Honolulu, HI 96822; Phone: (808) 956-7688; Fax: (808) 956-9600; E-mail: thewha@hawaii.edu; web: <http://www.thewha.org/index.php>

Annual Meeting of American Association of Teachers of French (AATF). July 4-7, 2003. La Pointe du Bout, Martinique. Contact: Jayne Abrate, Executive Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois Univ., Carbondale, IL 62901. Phone: (618) 453-5731; Fax: (618) 453-5733; E-mail: abrate@siu.edu; Web: <http://aatf.frenchteachers.org>

26th Annual Meeting of International Society of Political Psychology. July 6-9, 2003. Boston, MA. Theme: *Political Leadership in Divided Societies and a Dangerous World*. For more info contact: ISPP Central Office, Pitzer College, 1050 N. Mills Ave., Claremont CA 91711; Phone: (909) 621-8442; Fax: (928) 395-2224; E-mail: ispp@pitzer.edu; Web: <http://ispp.org/ISPP/meet.html>

85th Annual Meeting of the American Association of Teachers of Spanish and Portuguese (AATSP). July 31-August 5, 2003. Chicago, IL. For more information: American Association of Teachers of Spanish and Portuguese, 432 Exton Commons, Exton, PA 19341-2451; Phone: (610)363-7005; Fax: (610)363-7116; Email: corporate@aatsp.org; web: <http://www.aatsp.org>

Teaching Conference

6th Annual Lilly-East Conference on College and University Teaching. April 4-5, 2003, Towson University, Towson, MD. Lilly Conferences are retreats that combine workshops, discussion sessions and major addresses, with opportunities for informal discussion about excellence in college and university teaching and learning. New and experienced faculty members discuss topics such as educating for a diverse world, encouraging critical thinking, implementing group learning, and evaluating teaching. For questions about registering for this conference, contact Karen Evers, phone (410) 704-5788; Email: kevers@towson.edu. For general questions contact Dr. Luz P. Mangurian, Director, Institute for Applied Cognition & Teaching, Towson University, 800th York Road, Towson MD 21252-0001; phone (410) 704-5423; Email: mangurian@towson.edu

OTHER FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Carnegie Council Workshops

The Carnegie Council's Education Department sponsors faculty development seminars for faculty who want to incorporate aspects of ethics or international affairs into their curricula or research projects. Lodging, meals and books/materials provided. Two upcoming workshops are:

- ***Ethics, Science, and Policy: Environmental Education for a Transnational World.*** The College of the Holy Cross, Worcester, MA. May 18-21, 2003. This seminar is designed for faculty who wish to incorporate a greater understanding of global environmental ethics into their research and teaching.
- ***Evil and International Affairs: Rhetoric, Reality, and Responsibility.*** McGill University, Montreal Canada. June 2-6, 2003. This workshop will focus on how to incorporate the theme of moral rhetoric, reality and responsibility (as they pertain to international affairs) into both teaching and research goals.

Application deadline for both workshops: February 17, 2003. For further information contact Tony Lang, Program Officer, Education, Carnegie Council on Ethics and International Affairs, 170 East 64 Street, New York City, NY 10021; Phone: (212)838-4120; E-mail: Tlang@cceia.org or visit the website at <http://www.cceia.org> to download/print an application.

Business Colloquium at Ohio State's CIBER

The Ohio State University CIBER is sponsoring a research colloquium on *Global Strategy and Alliances*, June 5-7, 2003 at OSU's Fisher College of Business. The target audience is faculty from colleges and universities interested in global alliances research. Cost: \$150 includes conference registration, banquet and reception (accommodations extra). For further information contact Professor Jeff Reuer by e-mail at: reuer.1@osu.edu

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (cont.)

PAWSS Summer Faculty Institute in Amherst, Mass.

The 19th Annual Five College Program in Peace & World Security Studies (PAWSS) Summer Faculty Institute will be held on the campus of Hampshire College from June 10-13, 2003. The 2003 Institute theme is *Confronting the Threat of Weapons of Mass Destruction*.

The objective of the Faculty Institute is to provide a selected group of college and university faculty (predominately teachers in international relations, political science, and peace and conflict studies) with an opportunity to explore current problems in the field without the distractions of daily teaching obligations. Participants are given the opportunity to develop new syllabi and curriculum materials in the peace and security field.

The Summer Faculty Institute will address such topics as: How has the WMD picture changed since the end of the Cold War? How has it remained similar to the past? What will be the impact of the new nuclear powers in Asia? Are technological developments making it possible to target biological weapons against specific populations? Is the "War on Terrorism" eroding existing norms against the use of WMD? What policy paths promise to reduce the role of WMD in international and domestic politics? Registration fee of \$100 covers housing, most meals, and general Institute costs. Registration form on-line at: <http://pawss.hampshire.edu/faculty/institute/2003/>

This is an excellent opportunity for FACDIS faculty, and over the years some of our members have attended. The presenters are of top-notch quality, and the cost is relatively modest. **Application Deadline: May 15, 2003.**

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

Transatlantic Summer Academy in Germany

The University of Bonn, Germany, is sponsoring the 10th Transatlantic Summer Academy (TSA) entitled *Unilateral America, Multilateral Europe? Managing Divergence in Transatlantic Relations*, June 25-July 19, 2003. The political, economic, legal and cultural aspects of the transformation of Europe, globalization of the world, and the new security risks will be discussed from an interdisciplinary perspective. Language of the program is English.

The program is made up of a series of lectures, panel discussions, and briefings. Excursions are also a central pillar of the program. As in previous years, participants will visit Strasbourg, Berlin, and Brussels for meetings with officials of the Council of Europe, the European Parliament, the EU Commission, the North Atlantic Alliance and the German government. In addition, the Rhineland will be explored through field trips to Cologne, Düsseldorf and Aachen.

Participation fee is \$1,950. This includes accommodation, most meals, tuition, public transportation in Bonn, excursions and field trips. Air travel extra. A limited number of scholarships are available.

Application Deadline: April 15, 2003. For more information and application forms see the website at <http://www.zei.de>; or contact Dr. Franz-Josef Meiers, Center for European Integration Studies, University of Bonn, via e-mail: f.meiers@uni-bonn.de

Deutsche Woche in Bar Harbor, Maine

The twentieth session of the *Deutsche Woche* in Bar Harbor will take place from June 29-July 5, 2003 at the College of the Atlantic in Bar Harbor, Maine. A total immersion program for pre-collegiate and college teachers of German, the *Deutsche Woche* offers lectures, workshops, and recreational activities designed to help refresh German skills and provide new ideas for teaching. Cost for week, including double-occupancy lodging: \$495. **Registration deadline: June 14, 2003.** For further information contact: Dr. Peter W. Nutting, 653 Pleasant View Ridge Road, China, ME 04358; Phone: (207) 968-2510; e-mail: pwn@pivot.net

International Teacher Training Seminar in Business German

A teacher-training seminar in business German will be held in Düsseldorf, July 7-18, 2003. The seminar consists of a series of hands-on workshops, focusing on the necessary basics for the teaching of business German, up-to-date information and new ideas on subjects such as marketing, import/export, transport, tourism, international partnerships, stock exchange, and the internet economy. Cost: \$925 includes bed and breakfast or \$640 without accommodation. For information and an application visit: www.aatg.org/programs/profdev/summerseminars.html

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (cont.)

Foreign Language Summer Institutes in DC: National Capital Language Resource Center (NCLRC)

- *The Essentials of Language Teaching for Post-Secondary Education Language Instructors*. May 22-23, 2003. Cost: \$150. Designed for higher education instructors who are relatively new to the practice. Issues to be covered include: curricular goals and planning, lesson planning, motivation and learning styles, teaching strategies for language learning and language use, grammar, global receptive skills, cultural content, and assessment.
- *Mind and Language: Psychology of Memory and Language Learning*. May 26, 2003. Cost: \$75. Participants of this one-day program will consider how we perceive language, how language and ideas are represented in our minds and brains, and how two or more languages might be stored in our memories.
- *Teaching Toward Advanced (Professional-Level) L2 Performance*. May 27-28, 2003. Cost: \$150. This two-day workshop is intended for teachers and program directors whose goal is to facilitate their learners' acquisition of advanced L2 abilities.
- *Teaching Culture to Foreign Language Learners*. June 25-26, 2003. Cost: \$150. Institute on how to integrate culture into the foreign language classroom.
- *Oral Proficiency Assessment*. June 25-26, 2003. Cost: \$150. Workshop will introduce the proficiency criteria of the ACTFL Guidelines. Participants will be trained to understand and apply the revised ACTFL Guidelines for speaking to evaluate students.
- *Teaching with Technology in the Foreign Language Classroom*. June 27-June 28, 2003. Cost: \$150. Participants will explore and evaluate a variety of technology-based materials and programs available to enhance language learning at all levels.
- *Encouraging Higher Education Language Learner Autonomy with Learning Strategies*. June 30-July 1, 2003. Cost: \$150. Designed to help post-secondary language educators empower students to become effective learners by teaching learning strategies.
- *Webgate: A Guide to Using Web-Based Language and Culture Resources*. July 2-3, 2003. Cost: \$150. Workshop is designed to cover the basics of the Web for language teachers.

For more info contact: Abigail Bartoshesky, NCLRC, 2011 Eye Street, NW, Suite 200, Washington, DC 20006; Phone: (202) 973-1086; Fax: (202) 973-1075; Email: ncsrc@gwu.edu; Web: <http://www.cal.org/ncsrc/>

Summer Institutes: Language Acquisition Resource Center (LARC), San Diego State University

- *Digital Media Archive*. June 26-July 2, 2003.
- *Teaching Heritage Languages*. July 8-13, 2003.
- *Online Language Testing*. July 14-18, 2003.
- *Oral Testing: The CAST Project*. July 21-27, 2003.

Registration fee of \$125 per program covers materials used during the workshop as well as morning and afternoon refreshments. Contact: LARC, 5500 Campanile Drive BAM 424, San Diego, CA 92182-7703; Phone: (619) 594-6177; Fax: (619) 594-0511; E-mail: nlrcsd@mail.sdsu.edu; Web: <http://larcnet.sdsu.edu>

Asian Studies Summer Institute in Hawaii

Institute on Infusing Asian Studies into the Undergraduate Curriculum: July 21 - August 8, 2003. This 13th annual 3-week institute will explore the cultures and social structures of China. Selection of participants based, in part, on the commitment of the applicant and his/her institution to infuse Asian studies into the curriculum. Teams of two to three faculty and academic administrator from institutions are encouraged. Participants will receive housing and a modest stipend for other expenses. Participants are responsible for their own airfare to Honolulu and a \$250 administrative fee. Partial travel subsidies are available for faculty from minority-serving colleges. **Deadline: March 7, 2003**. Contact Peter Hershock at hershockp@EastWestCenter.org or phone (808) 944-7757.

Slavic and East European Language Resource Center Summer Institute

Slavic and East European Languages: Acquisition, Techniques, and Technologies. July 30-August 8, 2003. University of North Carolina, Chapel Hill. Topics: The use of technology in the classroom; using technologies to create pedagogical materials; teaching film and culture; integrating heritage students in the language classroom; internet resources for teachers. No registration fees to attend and accommodations will be provided by SEELRC. Participants pay own travel expenses; grants to defray travel expenses will be available. Application deadline is **April 15, 2003**. For information contact: Meredith Clason, SEELRC, CB# 5125, 223 E. Franklin Street, Chapel Hill, NC 27599-5125; Phone: (919) 962-0901, Fax: (919) 962-2494; Email: meredith_clason@unc.edu; web: www.seelrc.org/summer/sood

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (cont.)

Summer Research Laboratory on Russia and Eastern Europe at University of Illinois, Urbana-Champaign

The University of Illinois at Urbana-Champaign will host its annual Summer Research Laboratory on Russia and Eastern Europe from June 16-August 8, 2003. Program provides opportunity for scholars to utilize the resources of the University Library, which holds the largest Slavic collection west of Washington, DC. The Summer Lab also hosts a number of workshops and discussion groups and organizes a research workshop that provides bibliographic, archival, grant-writing, and Russian language training. Lab Associates are eligible to receive a free housing award: maximum 28 days for graduate students; 14 for all others. For further information contact: Sandra Reasor, Russian and East European Center, University of Illinois, 104 International Studies Building 910 S. Fifth Street, Champaign, IL 61820; Phone: (217) 333-1244; Fax: (217) 333-1582; Email: recc@uiuc.edu.

French Teaching Methodology and Quebec Culture

This one-week program in Quebec is held from June 26-July 3, 2003. Linguahostel, in collaboration with the University of Montreal, will offer its fourth annual "French Teaching Methodology and Quebec Culture Program" in Montreal. Teachers enroll in the program section according to the level they teach. Program cost of \$750 (USD) includes: all instruction, guided excursion to Quebec City, including transportation and one night's lodging; daily breakfasts and lunches; two dinners; credits if desired. Lodging is an additional \$125/week. For more information contact: Elizabeth White, Linguahostel, 14 Edgewater Estates, Plattsburgh NY 12901; phone: 888-358-0093 (toll-free); Email: info@linguahostel.org; Web: <http://www.linguahostel.org>

NSF CHAUTAUQUA SHORT COURSES

The 2003 "Faculty Development Program: NSF Short Courses for College Teachers" is an annual series of forums lasting several days each, geared for teachers of natural or social sciences. Forums are usually held at colleges and universities across the country, and are led by distinguished invited scholars who teach the courses. Participants or their institutions must pay the cost of lodging, meals, and travel. There are no registration fees; however, there is an application fee of \$50 (which is refunded if applicant is not appointed to the course.)

Request full brochure from: Nicholas G. Eror, Chautauqua Program, 323 Benedum Hall, University of Pittsburgh, Pittsburgh PA 15261; (412) 624-9761; Fax: (412) 624-8069; E-mail: eror@pitt.edu, or see website at: <http://www.engr.pitt.edu/chautauqua/>

Application can be made on-line at the website or can be down-loaded. The brochure also includes the short application form. All applications must be submitted to the Field Center Director in charge of the course.

While the majority of the short courses are designed for faculty in the physical sciences, the following courses may be of special interest to FACDIS members, especially this first one, led by recent workshop presenter, George Lopez!

Economic Sanctions: Theory, Cases and Evidence, May 8-10, 2003 in Midtown Manhattan, NY. Led by George Lopez, Senior Fellow and Director of Policy Studies at the Joan B. Kroc Institute for International Peace Studies at the University of Notre Dame. Dr. Lopez is author, co-author and co-editor of more than 24 articles and 5 books on economic sanctions.

Course Description: Over the past dozen years economic sanctions have been used with increased frequency in world affairs as a 'peaceful' means of dispute settlement that retains a coercive 'bite' similar to war. In a dozen celebrated cases economic sanctions have been adopted by the UN Security Council, while the European Union tops the list of multinational institutions which have engaged in sanctions, often to improve human rights. This course will examine the design, effectiveness, adaptation and future of economic sanctions in global affairs, with special attention to the difficult, contrasting cases of Iraq and Yugoslavia. Participants will examine new issues, such as international diamond boycotts, the mixes of sanctions and incentives to inspire internal regime change, and the control of the small arms trade, as well as weapons of mass destruction.

NSF CHAUTAUQUA SHORT COURSES (cont.)

Participants will receive copies of *Smart Sanctions* (Rowman & Littlefield, 2002) and *Sanctions and the Search for Security* (Lynn Rienner, 2002), both by David Cortright and George A. Lopez. Additional reading and teaching materials also will be provided. Apply to: Lester G. Paldy, Center for Excellence and Innovation in Education, S102 SBS Building, State University of NY at Stony Brook, Stony Brook, L.I., NY 11794-3733; Phone: (631) 632-7696; Fax: (631) 632-7968; E-mail: lpaldy@notes.cc.sunysb.edu

China's Perspective on National Security Issues, May 26-30, 2003 in Beijing, People's Republic of China.

This five-day course in Beijing will provide an opportunity to engage in direct discussions with Chinese diplomats, scholars, military, and ministerial officials. It will provide a Chinese perspective on security issues of mutual interest to China and the United States. Participants can reside in inexpensive housing in a new campus residence for visiting foreign scholars. Apply to: Lester G. Paldy, Center for Excellence and Innovation in Education, S102 SBS Building, State University of NY at Stony Brook, Stony Brook, L.I., NY 11794-3733; Phone: (631) 632-7696; Fax: (631) 632-7968; E-mail: lpaldy@notes.cc.sunysb.edu

Globalization, Institutions, and Politics, May 29-31, 2003 in Midtown Manhattan, NY. Led by Jackie Smith, Assistant Professor of Sociology at SUNY-Stony Brook.

This course will provide a critical look at the United Nations and global financial institutions, and it will familiarize participants with the ways that global negotiations relate to national political processes. An important goal of the course is to identify ways to bring global themes into the classroom in order to help students link everyday realities and experiences with new understandings of the global forces that shape them.

Contact: Lester G. Paldy, Center for Excellence and Innovation in Education, S102 SBS Building, State University of NY at Stony Brook, Stony Brook, L.I., NY 11794-3733; Phone: (631) 632-7696; Fax: (631) 632-7968; Email: lpaldy@notes.cc.sunysb.edu

Roots of Islam, June 2-4, 2003 in Philadelphia, PA. Led by Douglas Magrath, Embry-Riddle Aeronautical University.

This course provides a view of the Islamic world through the *Koran*, literature and political writings of the people who make up that world. The course addresses the subjects of the core beliefs of the Islamic faith, customs and practices and both secular and fundamentalist movements in the modern world. Contact: Leonard Muldawer, Chautauqua Short Course Program, Barton Hall 224, Temple University, Philadelphia, PA 19122-6082; Phone: (215) 204-7668; (215) 204-5652; E-mail: muldawer@temple.edu

Check the website for other short courses that may be of interest: <http://www.engr.pitt.edu/chautauqua/>

- **Tropical Forests of Costa Rica: March 27-17, 2003 in Costa Rica**
- **Radio View of the Universe and the New Green Bank Telescope: May 19-21, 2003 in Green Bank, WV**
- **Teaching Histories of Medicine and Healing in China: May 30-June 1, 2003 in Cambridge, MA**
- **Geometry of Art and Architecture in the Maya Ruins of Palenque/Yaxchilan/Tonina/Bonampak: June 8-14, 2003 in Mexico**
- **Consequences of WWI: June 9-11, 2003 in Philadelphia**
- **Global Climate Change: Today's News, Tomorrow's Problem? June 19-21, 2003 in Seattle, WA**
- **Computer and other web courses**

STUDENT OPPORTUNITY TO STUDY SPANISH IN CUBA IN SUMMER 2003

Professor Sandra Dixon (Spanish, West Virginia University) is directing a study abroad opportunity for students to learn Spanish in Cuba: June 29-July 26, 2003. The program will be at the University of Matanzas "Camilo Cienfuegos," (www.umcc.cu), about an hour's drive from Havana. Students will engage in intensive language study and will be able to experience contemporary Cuban life while earning 6 WVU semester credits. Students should have completed 5 semesters of college level Spanish or equivalent. Cost for four weeks is \$2,500 plus airfare. For more course information, contact Sandra Dixon at (304) 293-5121, ext. 5522; e-mail: sdixon@wvu.edu. To apply/register for the program, contact Vicki Heale, WVU Office of International Programs, phone (304) 293-6955, ext 1, e-mail: vicki.heale@mail.wvu.edu. Please share this information with interested students.

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

WV Humanities Council Grants

The West Virginia Humanities Council is offering special funding opportunities for foreign language humanities programming. Eligible projects include, but are not limited to: lectures, workshops, conferences, student or teacher immersion days, and Foreign Language Week programs. Major grant deadlines are February 1 and September 1 for projects with budgets from \$1,500 up to \$20,000. Minigrants are awarded bimonthly for projects requesting \$1,500 or less. Minigrant application deadlines are February 1, April 1, June 1, August 1, October 1, and December 1. For more information contact: Pam LeRose at (304)346-8500; E-mail: lerose@wvhumanities.org; web: www.wvhumanities.org (See "News & Notes," page 4, for notice of recent Humanities Council grants received by FACDIS members.)

The Center for West European Studies Summer Library Fellowship

The Center for West European Studies at the University of Pittsburgh will provide fellowships to faculty who would otherwise have no access to these library and research facilities. Two grants of \$750 - \$1,000 will be awarded. Deadline for application is expected to be March 28, 2003. For more information contact: Ms. Jessica L. Cernic, Center for West European Studies, University of Pittsburgh, 4E Posvar Hall, Pittsburgh, PA 15260; E-mail: cernic@ucis.pitt.edu

Summer Research Fellowship in Latin American Studies at Pitt

The Center for Latin American Studies (CLAS) at Pitt will offer one grant of \$2,000 to a faculty member from nearby two or four-year institution who does not have access to extensive Latin American library resources. Award is designed to bring a fellow to Pitt for one month in summer and provide access to research facilities. A two- to three-page research proposal is required. Deadline: March 24, 2003. Application can be printed from the website, or can be submitted online at: www.ucis.pitt.edu/clas/english/outreach/summerrf.html or sent, with curriculum vitae and 2-3 page research proposal to: Mr. Luis Bravo, Center for Latin American Studies, University of Pittsburgh, 4E Posvar Hall, Pittsburgh, PA 15260; (412) 648-7397; Fax: (412) 648-2199; Web: www.ucis.pitt.edu/clas

DAAD/AICGS Research Fellowship Program

The American Institute for Contemporary German Studies (AICGS) is now accepting applications for DAAD/AICGS Research Fellowships. This program is designed to bring scholars and specialists working on Germany and/or US-German relations to AICGS for one- to four-month research stays during 2003. Fellowships include a monthly stipend of between \$3,000 and \$4,600, depending on seniority, a small monthly research budget, economy class round-trip airfare to and from Washington, and office space at the Institute. German-American Dialogue Fellows will be expected to conduct a workshop at the end of their stay, and to publish a working paper for dissemination under Institute auspices. Applications are accepted on a rolling basis. For more information contact: Dr. Cathleen Fisher, DAAD/AICGS Research Fellowship Competition; AICGS Suite 420; 1400 16th St. NW, Washington, DC 20036-2216; Phone: (202) 332-9312; Fax: (202)265-9531; E-mail: info@aicgs.org; Web: <http://www.aicgs.org>

Kennan Institute Short-Term Grants

The Kennan Institute offers short-term grants to scholars whose research in the social sciences or humanities focuses on the former Soviet Union, and who demonstrate a need to utilize the library, archival, and other specialized resources of the Washington, DC area. Short-term grants provide a stipend of \$100 per day. Four rounds of competitive selection for short-term grants are held each year. Closing dates are December 1, March 1, June 1, and September 1. Applicants are notified of the results six weeks after the closing date. Approximately one in three American applicants are awarded short-term grants in each of the four competition rounds. For information contact: Jennifer Giglio, (202) 691-4246; Fax: (202) 691-4247; E-mail: giglioje@wwic.si.edu

Fulbright Teacher and Administrator Exchange

This exchange program supports both foreign teachers in the U.S. and Americans teaching abroad. For educators from elementary school through four-year college. Application deadline is October 15 each year. Plan now for 2004-2005. For information, e-mail: fulbright@grad.usda.gov or visit website: <http://www.grad.usda.gov/International/index.html>

FACULTY REPORTS

I. Meeting: American Council on the Teaching of Foreign Languages (ACTFL), Salt Lake City, Nov. 21-24, 2000 FACDIS Faculty Member: Pauline Nelson, Department of Foreign Languages (French), Bethany College

The annual meeting of ACTFL in Salt Lake City was outstanding in its insistence on the vital nature of the role of culture in the teaching of language. This meeting, as seen by its title "Language and Culture in Context," had as its primary focus "the essential role that culture plays in language education." Throughout my career, my primary interest has been in the teaching of French and francophone culture. In the early years, this approach was not highly regarded in my profession, since, at that time, most academic programs in foreign languages emphasized the teaching of literature. The times are changing, however, and it was now indeed a great pleasure (in fact, a surprise) to see a national meeting in my profession focused on my area of intense interest.

The conference opened on a high note: the speaker for the Opening Session, Corey Flintoff, National Public Radio (NPR) journalist, motivated and inspired us with his considerable experience in intercultural settings and his belief in languages as a key to international understanding.

My primary goals for the conference, however, were aimed at updating my two courses related to today's France by deepening my understanding of current issues in contemporary France, including the recent advent of the Euro and the topic of France in the context of the European Union. I attended a session conducted by a French businessman, "Comment Va la France: French Political Culture and Current Events," which will be useful in my Contemporary France course because it summarized and analyzed these issues, especially with regard to the current political scene. The speaker emphasized, as I had noted while in France last spring, that the introduction of the Euro had proceeded very well in France, to everyone's surprise. However, other sessions on such contemporary France topics were scarce.

With regard to the wider French-speaking world, the session "La Martinique: La Culture Française en Amérique" was immediately useful, especially for my Francophone World course. The speaker, Jean-Pierre Piriou, president of the AATF, masterfully and succinctly outlined the history, population, literature, politics, economy, and present situation of this French overseas department, all of which gave me a much-needed update from my previous time spent in

Martinique. M. Piriou emphasized, for example, the political and psychological importance for the Martiniquais to speak of going to *Hexagonal France* rather than simply of going to *France*, since the island is, in fact, a part of France itself.

Sessions offering pedagogical suggestions for the teaching of culture were numerous. At one session, a new first-year French program was introduced, *Débuts* (McGraw-Hill), which uses as its basis a full-length, made-for-the-text film/video called *Chemin du Retour*, most of which we viewed, and which I hope to be able to use in my classes. The film, set in today's France, elegantly incorporates aspects of contemporary French culture while also introducing aspects of recent French history, all in the context of an appealing mystery story. The text's elementary-level grammar and vocabulary topics are smoothly woven into the film, and its pre- and post-viewing activities on video complement the film very well.

At another pedagogy-related session, "Exploring Cultural Content in the University Classroom through Learning Strategies," the presenters from George Washington University used Italian to illustrate how the conscious and deliberate use of specific learning strategies, such as classification and transfer, can make our students better language and culture learners. The session has encouraged me to be far more deliberate than I am in discussing and practicing specific learning strategies with my students in all of my classes.

The most stimulating and fascinating sessions for me were those in which the general purpose, content and evaluation of culture-teaching in our profession were discussed. In "Stereotypes: A Necessary Evil?," the nature, as well as the dangers, of characterization and simplification were highlighted, as well as the importance of giving our students the tools for a more informed understanding of the cultures we teach. In "Intercultural Competence: Exploring its Multiple Dimensions," the presenter from the School for International Training in Vermont outlined a fascinating analysis of "communicative competence," the process of transcending one's native language and culture for another. He calls this process a *Significant Emotional Event*, the most powerful dimension to affect the intellect, in which we must

reorganize the way we perceive, conceptualize, and express. Clearly, this session most fundamentally relates to the ways in which we design pre- and post-study abroad activities for our language students.

Finally, the most intellectually stimulating session at the conference was the plenary session, "Teaching Culture in our Profession," where arguably the three most respected culture educators in our profession (Claire Kramsch, Vicki Galloway, and Rebecca Kline) shared current research and their own views on the role, importance, and relevance of the teaching of culture in language education. To share the tone of their presentations, I summarize one of them here.

II. Meeting: Nineteenth-Century French Studies Colloquium, "Discourses of Desire," Columbus, Ohio, October 24-26, 2002

FACDIS Faculty Member: Valerie Agosta-Ives, Languages & Literature (French), Fairmont State College

This annual Colloquium presented a great variety of lectures. I attended the presentations on "Le désir de la Mère" (Mother's Desire) because it related to the topic of my dissertation and dealt with the dual relationship the artist/writer experiences with the image of motherhood. The exploration of that tension, which stems from both fascination and repulsion, has proved to be enlightening not only to illuminate the plot or the complexities of many French novels, but also is fascinating to students as well (who always have a lot to say about the Mother!). The mother image is a powerful and compelling symbol found in modern French novels such as *L'Étranger* (Albert Camus) and *L'Amant* (Marguerite Duras) which I will teach next semester in my *Modern French Novel* class. Indeed, the drama in both of these novels arises from the mother-image and its impact on the author, whose literary production is deeply shaped by it.

The presentations from the session on "Vice, Eroticism or Pornography" could definitely add the necessary spice to make students more excited about 19th century poetry and prose. Daniel Sipe's paper (*dans le miroir du pornographe: altérité et utopie chez Mallarmé*) was by far the most enticing, presenting the "body" of poetry as an object of seduction and a long initiation leading to the inhibited expression of desire. Far from being remote or "abstract," the body of poetry could be better conceptualized by the students and could help them to understand the pangs of creation felt by the poet always trying to capture an elusive muse. I plan to include some of

Dr. Kramsch began her presentation with the message that we are currently in the best and worst of times for teaching culture: the best, in terms of the increasingly-polarized world, in which culture is often a cause of violence and political upheaval. She described culture's three aspects: culture as thought, attitudes and beliefs; culture as everyday interaction, and culture as social and cultural identity. And she concluded with her definition of cultural understanding: "the willingness to engage with people who might not share one's values."

This conference was an extremely valuable one for me, both for intellectual stimulation and for practical pedagogical inspiration, and has already had an impact in many of my class plans and projects. ♣PRN
[Contact Pauline Nelson at: pnelson@bethanywv.edu]

Mallarmé's poems in my upcoming class on French Composition and Conversation, because the approach presented by Daniel Sipe (University of Minnesota) is one I know my students will find seductive as well.

The Roundtable on the Teaching of 19th Century French Literature also was extremely helpful. The question of how to teach poetry and make it more popular among the students is a crucial one. The lack of enthusiasm toward poetry has led in some cases to its disappearance from the academic curriculum. The exchange of tips during the roundtable provided me with some good ideas to make French poetry more accessible and more visual (by inviting, for instance, the students to find and bring illustrations which they think best suit the poem).

The lectures of Scott Carpenter (Carleton College) and Anita Alkhas (University of Wisconsin, Milwaukee) on the difficulties in teaching "Modernism" and "Realism" offered a new approach to the challenge, focusing primarily from the perspective of the student. Instead of "feeding" the students with some outmoded, ill-defined definitions of "Modernism" and "Realism," Carpenter and Alkhas invite them to focus on the problem of defining and conceptualizing them. The learning process is a "hands-on" experience for the students who, for instance, can investigate their library database and print out the result of a title search on MODERNISM and use the titles exclusively to arrive at a working definition of

the movement, its historical period and its adherents. The experience can also extend to their personal interests when they are asked to find examples of works that share affinities with a movement (e.g., lyrics from the rock era that are reminiscent of qualities they have noticed in romantic poetry). I found all the suggestions of the pedagogic roundtable very inspiring and refreshing.

Without any doubt, these ideas will make the material "more alive" to the students. Many of the tips I learned will be particularly helpful as a general introduction to literary currents in my class on French composition.

My attendance at the French Studies Colloquium has proved itself rewarding and enriching. I am very much looking forward to the next one in October 2003. ♣VAI [Contact Valerie Ives at: vives@mail.fscwv.edu]

RESOURCES FOR TEACHERS: ASIA

Education About Asia, three issues per year, published by the Association for Asian Studies, Inc.
by Charles Keller, Assistant Professor of History, Fairmont State College

If you have not found *Education About Asia (EAA)* when updating your file of useful sources of "classroom" ready materials and ideas, you are in for a treat. The Association for Asian Studies initiated this attractive, professionally-produced journal a few years ago with the specific mission of providing K-12 and college teachers with an accessible tool for teaching about Asia. For the most part, the feature articles and columns have multi-disciplinary applicability and target teachers who are not experts in this field. The result is an abundance of information that can be easily adopted and adapted to many purposes, in a variety of classes at all levels of education. A glance at a recent issue of *EAA*, vol. 7, no. 2, Fall 2002, reveals that there truly is "something for everyone" interested in introducing some aspect of Asia into their classes.

The first article, "Breaking Free: Reflections on Stereotypes in South Asian History," by Edith Lubeck, tackles five assumptions that often interfere with the process of helping American students understand an unfamiliar culture like South Asia. In analyzing the stereotypes, Ms. Lubeck provides readers with a brief literature review of the kinds of writing that produced these common false conceptions. She also summarizes some of the more recent scholarship that works to help correct these inaccurate generalizations. Moreover, her article is a solid introduction to a fascinating field for those non-specialists who want to include something about this topic in their courses.

Other articles in this issue are just as practical as Ms. Lubeck's, and in some instances provide a model of exactly how a teacher introduced an Asian subject or theme into their classroom. Among the titles you will

find helpful are, "East Asia for Undergraduates: Balancing Regional Themes and Distinctive Cultures," "Using Chinese Folktales in the Classroom," and "*King Lear* and *Ran*: Japanese Film in the English Literature Classroom." Perhaps the most innovative and imaginative of these is the latter, in which James Keating describes in detail how he used Akira Kurosawa's masterful film to help his high school Language Arts class "learn about Asian culture while studying a Shakespearean classic—a perfect combination of outcomes."

Beyond the feature articles in each issue, *EAA* publishes some standard columns and "Resources" from which the reader can quickly pull valuable information. In Fall 2002, "Asian Facts" contains demographic and economic profiles of Laos, the Philippines, and Thailand, summaries of five important events in Buddhism, and descriptions of Japanese name cards. "Web Gleanings" presents fourteen WWW sites for Central Asia with a brief synopsis of each site's contents. Five interesting recent publications are surveyed under "Book Reviews" to conclude this latest offering of the journal.

From cover to cover, issue after issue, this publication consistently delivers what the guiding lights at the Association for Asian Studies promised: "to assist school teachers and college and university instructors in teaching about Asia" by providing "materials appropriate for high school and college classrooms." If you have become interested, look for vol. 7, no. 3, Winter 2002, in which the editors (prophetically?) dedicate a special section to "Teaching the Korean War and Beyond." ■CAK [Contact Charles Keller at ckeller@mail.fscwv.edu]

RE: SOURCES AND INFORMATION
Instructional Resources for Faculty

Online Language Learning Journal

A refereed journal, *Language Learning & Technology*, is available on the web at: <http://llt.msu.edu>. Visit the LLT website to enter your free subscription, and you will be notified when each issue comes out. Currently Volume 7, Number 1 can be accessed, with many useful links for foreign language educators, plus new feature articles, including ones on collaborative e-mail exchanges, electronic discussion and foreign language learning, and on "Designing Task-Based CALL to Promote Interaction." Check out this useful site.

Useful Websites on the War on Terrorism

History and September 11

A special issue of the *Journal of American History*, the journal of the Organization of American Historians (OAH), was published in September 2002. The single issue at \$12.95 is available. To order, visit www.oah.org.

The *Journal of American History* now includes an online feature, "Teaching the JAH." Currently, one of the September 2002 articles, "Damming Afghanistan: Modernization in a Buffer State," by Nick Cullather (Indiana University) is featured. "Teaching the JAH" uses online tools to bridge the gap between the latest scholarly research in U.S. history and the practice of classroom teaching. JAH authors demonstrate how featured articles might be taught in a U.S. history survey course. For information contact jah@indiana.edu or visit the JAH teaching site at <http://www.indiana.edu/~jah/teaching/>

Dickinson College's Teaching 9-11 Website

Dickinson College's Clarke Center for the Interdisciplinary Study of Contemporary Issues provides an extensive web site for teachers at all levels, kindergarten through college, with links to many syllabi and resources, including one from Samuel Huntington at Harvard on "American National Identity," a first-year seminar at Middlebury College on "Causes and Consequences of September 11," and other good web sites to pursue issues such as Islamic culture, homeland security, cyberterrorism, and posttraumatic stress.

Links to the above site, plus many other similarly useful links, can be found at the FACDIS Website: <http://www.polsci.wvu.edu/facdis/usefulsites.htm>

Columbia International Affairs Online: CIAO

A subscription-based online database of articles and resources for political science, international affairs, foreign policy, area studies, international relations, war and peace studies, and diplomatic history. With over 195,000 pages of working papers, policy briefs, and other full-text materials on international affairs from journals and books, CIAO is a useful source for teaching materials, including case studies, course packs, and topics on "Teaching with CIAO." Featured topics change monthly; the January 2003 feature is on landmines, and there is also a new special section on U.S. Policy and Iraq. Go to www.ciaonet.org to learn more.

Institutional subscription prices are based on type and size on institution, and range from \$495/year to \$1,445/year for institutions with more than 30,000 students. Hundreds of higher education institutions subscribe and *Library Journal* is quoted as saying "academic libraries that omit this resource do their political science departments and area studies programs a serious disservice."

A perusal of lists of institutions reveals that Wheeling Jesuit University seems to be the only West Virginia institutional subscriber. Individuals can log on for a FREE 30-day trial, and can use the indexes, advanced search, and "what's new" and "about" sections to evaluate this database, and perhaps persuade your library to consider a subscription for the faculty on your campus: <http://www.ciaonet.org>

Other Online Resources

Carnegie Council Resources: The Carnegie Council on Ethics & International Affairs has a newly designed website, featuring a databased resource library with easy access to resources in the core theme areas of human rights, armed conflict, reconciliation, global justice, the environment, and international ethics. Go to: www.carnegiecouncil.org

New online journal on the *Psychology of International Relations*. Some of the articles in the first issue include "Winning the War on Terror," "Security through Dialogue," and "Winning Hearts and Minds: Iraq and the Arab World." Contribute to the discussion forum on this website or consider submitting an article to the online journal. Go to: www.psyplomacy.com.

New from Foreign Affairs

Foreign Affairs now offers "Editor's Choice" books with collections of recent essays on a wide range of topics and regions. These paperback textbooks are \$14.95 each, and current titles include:

- *America and the World: Debating the New Shape of International Politics*. Brings together influential articles from *Foreign Affairs* and eight other sources, from Fukuyama's "The End of History," to Huntington's "The Clash of Civilizations?" to President Bush's June 2002 West Point address

Other recent "Editor's Choice" titles are:

- *Globalization: Challenge and Opportunity*
- *The Middle East in Crisis*
- *The Rise of China*
- *The War on Terror*
- *Intervention and American Foreign Policy*

To order "Editor's Choice" books, call WW Norton & Company at (800) 233-4830 or visit website at www.wwnorton.com. For additional information on other *Foreign Affairs* academic resources, such as customized textbooks or supplementary readers created by the Editors of *Foreign Affairs*, visit website: <http://www.foreignaffairs.org/home/edu.html>

Social Sciences Textbook: Through the Global Lens

Michael Strada (Political Science, West Liberty State College) has just published the second edition of his textbook, *Through the Global Lens: An Introduction to the Social Sciences* (Prentice Hall, 2003). Designed for freshman/sophomore courses in "Intro to Social Sciences" courses; it also can be used for Global Issues, World Community, and Introduction to International Studies courses. The text uses a global perspective to analyze human affairs, and looks at each of the six social sciences (sociology, anthropology, political science, economics, psychology, and geography), and uses case studies, feature film analyses, maps and photos to highlight important historical events and concepts. An end of chapter study guide has been added to this edition, enabling students to test their knowledge of the material presented before moving on. Supplements to the text include an Instructor's Manual with five types of test questions, annotations of scores of documentary films for class use, pedagogical tips, chapter synopses, and detailed course syllabus, with lesson plans, from author.

For an examination copy of the text, go to the website <http://www.prenhall.com> and plug "Strada" into the search engine. Click on Instructor Exam Copy.

What Everyone Needs to Know About Islam

This brief new primer on Muslims and Islam by noted authority, John L. Esposito (Georgetown University) has recently been published (2002) by Oxford University Press (OUP). Professors have found that in the aftermath of September 11th, there has been an overwhelming demand for information about Islam. Esposito has tried to identify the most pressing questions people consistently ask about Islam, and in this book he presents, in question-and-answer format, the answers to questions that range from the general—"What do Muslims believe?" and "Who was Muhammad?"—to more specific issues like "Is Islam compatible with modernization, capitalism, and democracy?" "How do Muslims view Judaism and Christianity?" "Are women second-class citizens in Islam?" "What is jihad?" "Does the Quran condone terrorism?" "What does Islam say about homosexuality, birth control, abortion, and slavery?"

Esposito is editor of the four-volume *Oxford Encyclopedia of the Modern Islamic World*, editor of *The Oxford History of Islam*, and author of numerous books, including *Islam: The Straight Path*, *The Islamic Threat: Myth or Reality?* and the recent *Unholy War: Terror in the Name of Islam*, all available from Oxford University Press. For exam copies, contact the West Virginia OUP representative, Andrea Hill, at hilla@oup-usa.org, or go to the OUP website at www.oup-usa.org

Environmental History

The American Society for Environmental History and the Forest History Society co-publish the quarterly journal, *Environmental History*, with articles that portray human interactions with the natural world, over time. The relatively new field of environmental history provides a new way of seeing familiar historical terrain. For information about subscribing, contact Carol Marochak, Forest History Society, at marochak@duke.edu or go to website: <http://www.lib.duke.edu/forest/ehmain.html>.

The current issue of the *World History Bulletin* has a teaching article by former FACDIS member from WV State College, Liping Bu, now at Alma College in Michigan. "Teaching Environment in World History: Nature and Human Society in the Case of the 'New World'" can be read in *World History Bulletin*, Vol. XVII, No. 2, Fall 2002, pages 8-11, or contact Ann Levine in the FACDIS office for a copy (alevine@wvu.edu). For more information on the World History Association (WHA), go to web <http://www.thewha.org/>

INSTRUCTIONAL RESOURCES (cont.)

Two New International Relations Texts

A World of Nations: The International Order Since 1945. William R. Keylor. (Oxford University Press, 2002). Cloth: \$55.00; Paper: \$32.95.

Based on newly accessible historical records, including previously unavailable sources from the former Communist states, this text traces the development of regional conflicts—ethnic, religious, cultural, economic, and military—throughout the world and examines the salience of interstate conflicts in the era of globalization. While taking account of the phenomenon of globalization and its transnational focuses in recent years, the book emphasizes the persistence of the nation-state as the dominant actor on the world stage. For exam copies, contact the West Virginia OUP representative, Andrea Hill, at hilla@oup-usa.org, or go to the OUP website at www.oup-usa.org

International Relations: From the Cold War to the Globalized World. Andreas Wenger and Doron Zimmerman (Lynne Rienner, Feb. 2003). Paper: \$22.50.

These authors also draw on recently available archival resources to narrate world affairs since 1945, with a focus on issues of security, ranging from politics and economics to ecological and social problems. The text includes concise explanations of the key theories and concepts of international relations, supplemented by extensive glossary. Paperback: \$22.50. Request examination copy for \$7.50. Phone: (303) 444-6684; Fax: (303) 444-0824; web: <http://www.rienner.com>

Two New Titles from Westview Press

The Stakes: America and the Middle East. Shibley Telhami (Westview, November 2002). \$24.00

This timely book by Shibley Telhami, Anwar Sadat Professor for Peace and Development at the University of Maryland and one of the country's most in-demand commentators on the Middle East, provides an analysis that explains Arab and Muslim attitudes towards the U.S. and shows why there is much reason for concern. Telhami provides new perspectives on the collapse of Palestinian-Israeli negotiations and the attending escalation of violence. He shows why the Arab-Israeli conflict remains central to the war on terrorism and to international stability, and considers American policy towards Iraq and the Persian Gulf. He demonstrates the need for political change in the region's oil states and suggests how best to achieve it.

The 20th Century: A Retrospective. Choi Chatterjee, Jeffrey L. Gould, Phyllis Martin, James C. Riley, and Jeffrey N. Wasserstrom. (Westview, 2002). \$40.00

Four history professors from Indiana University and one from California State University present a thematic history of the 20th century organized in fifteen chapters that stress cultural, social, and material issues as well as major political developments. Three major themes characterized the 20th century: crises greater than any in human history; revolutionary ideology and action that brought social and political transformations on a global scale; and new technologies that changed the world. Case studies are used to illustrate the sub-themes in each chapter. Professors can request exam copy. Contact Westview Press: (800) 386-5656; Fax: (304) 449-3356; Web: www.westviewpress.com

Resources for World History

The World History Highway: A Guide to Internet Resources. Edited by Dennis A Trinkle and Scott A. Merriman. (M.E. Sharpe, 2002). Paperback: \$29.95.

This volume, complete with CD-ROM, provides the most current coverage of world history sites on the Web. The CD-ROM contains the contents as PDF files with live links, so users can install disk, go online, and link directly to the Web sites. Provides information on hundreds of Web sites, and evaluation of Internet content. For a free 60-day examination copy (keep free if you adopt for classroom use, or purchase at 20% discount for own use), contact: M.E. Sharpe, College Department, 80 Business Park Dr., Armonk NY 10504; Phone: (800) 541-6563; Fax: (914) 273-2106; Web: www.mesharpe.com

Racism: A Global Reader. Edited by Kevin Reilly, Stephen Kaufman, and Angela Bodino (M.E. Sharpe, 2002). Paperback: \$26.95.

Broadly defined, racism has had many forms and many effects, from caste prejudice in India and mass extermination in Tasmania to slavery in the Americas and the Holocaust in Europe. This reader provides students with a global perspective of racism in its many forms, with 51 articles focusing on racism worldwide over the past thousand years. Includes original documents, scholarly essays, and journalistic accounts which have broad applications for a wide range of courses. For a free 60-day exam copy, contact M.E. Sharpe: Phone: (800) 541-6563; Fax: (914) 273-2106; Web: www.mesharpe.com

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