



# The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development  
in International Studies

Editor: Ann Levine  
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## TWENTY-SECOND ANNUAL FACDIS WORKSHOPS

*Vision and Blindness: The U.S. Relates to the World*

November 7-8, 2002

### Editor's Report

On November 7-8, 130 FACDIS faculty plus speakers and invited guests participated in the 22<sup>nd</sup> Annual FACDIS Workshops on the theme, "*Vision and Blindness: The U.S. Relates to the World.*" We had a record turnout for this year's event, and a preliminary examination of the evaluations returned indicate that our faculty really enjoyed most of the speakers and sessions. Comments such as "One of the best yet!" and "Every colleague with whom I spoke expressed high praise for the consultants, topics, and organization of sessions" are very gratifying. Of course, as is usually the case, some workshop sessions were more successful than others!

Several general sessions, including banquet speakers, were also very well received. We were delighted to have as our opening luncheon speaker, Kay Goodwin, Cabinet Secretary of the West Virginia Department of Education and the Arts. Secretary Goodwin is committed to international education and sees as one of her proudest accomplishments to date the creation of the Cyrus R. Vance Award for International Education. Secretary Goodwin has long been an admirer of FACDIS efforts to improve international education in West Virginia, and complimented the consortium on its twenty-two year track record, making it, she said, well-deserving of the first annual award given to FACDIS in November 2001.

The opening keynote address was delivered after lunch by Amira E. Sonbol, Associate Professor of Islamic History, Law and Society at Georgetown University. Her address on "The Role that Media Plays in Shaping our Perceptions of Islamic Women" expressed her opinions about the convoluted image of the veiled Muslim woman, how women are used as pawns in regional politics, and how they are so often misunderstood by media and non-Muslims.

Dr. Sonbol's talk on this topic was designed to create a nexus between the annual workshops and our new NEH Focus Grant on "Women in Islam," a year-long faculty and curriculum development project for fifteen higher education faculty from across the state to study how Islamic women's lives are shaped by their religion. The group of fifteen had their first seminar in conjunction with the annual workshops, beginning their session on Wednesday evening, and continuing all day Thursday, culminating on Thursday evening with a visit to the local mosque to break the fast for Ramadan.

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22<sup>nd</sup> Annual Workshops (cont.)



L-R: Jack Hammersmith, Kay Goodwin, and Sophia Peterson

after; World War II and the origins of the Cold War; and the post-Cold War period to the present. While all three of his sessions were very well-received, one faculty member stated that he thought everyone should have been *required* to attend the third session, when Dr. Schroeder commented on the current world situation, including an “historical” analysis of George W. Bush’s foreign policy toward Iraq.

Faculty unable to attend Dr. Schroeder’s sessions might be interested in reading his current article in *The American Conservative* (October 21, 2002) on “Iraq: The Case Against Preemptive War.” In this article he posits that the administration’s claim of a right to overthrow regimes it

considers hostile is “extraordinary,” and one the world will soon find intolerable. (Contact the FACDIS office if you wish a copy of this publication’s cover story.)



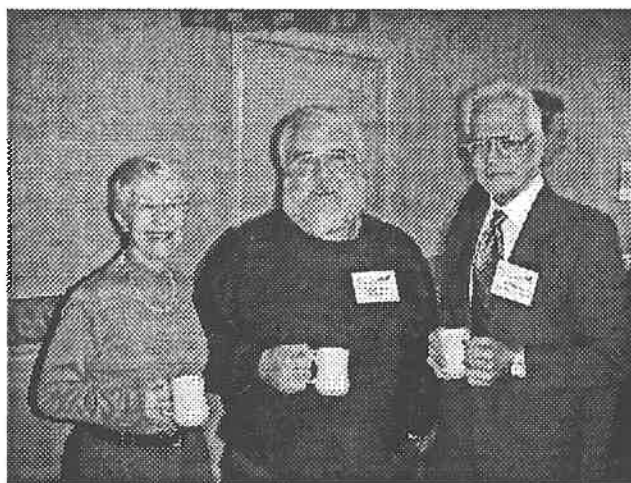
Vicki Galloway with Frank Medley (Spanish, WVU)

“The Culture(s) We Consume” was the theme of the sessions led by Dr. Vicki Galloway, Professor of Spanish at Georgia Tech. Using a power point presentation, Dr. Galloway focused on the exploration of cultural values and perspectives through products, practices and patterns of consumption. She included an examination of the consequences of patterns of consumption as they relate to issues of environmental and cultural sustainability, and provided many good ideas for use in the classroom.

(Continued on page 3)

Workshop sessions on Thursday afternoon and Friday morning addressed the conference theme of *Vision and Blindness: The U.S. Relates to the World* from four different perspectives.

“America and the 20<sup>th</sup> Century World Order: Visions and Illusions, Ideals and Material Interests” was led by distinguished European diplomatic historian, Paul W. Schroeder, Professor Emeritus at the University of Illinois, Urbana. During his three sessions, he addressed how American leaders and the public envisioned the international order and tried to shape it in three critical periods: World War I and



Vi Schroeder, George Lamb (History, WVU-P), and presenter, Paul W. Schroeder

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**22<sup>nd</sup> Annual Workshops (cont.)**

Professor George Lopez, Professor of Government and International Studies at the University of Notre Dame, led sessions on **“International Ethics: Searching for Vision in a Diverse and Changing World.”** His sessions examined the competing frameworks and understandings available in the application of ethical perspectives on world affairs. His interactive sessions with opportunities for role-playing and small group problem-solving were examples of alternative methods of effective teaching of international ethics across the disciplines involved with international studies.



Presenter, George Lopez with Ann Levine



L-R: Stephen Bennett with Don Studlar (Political Science, WVU)

**“How the Media Shapes our Perceptions”** was the fourth workshop topic, with the sessions led by presenter Stephen Bennett, Research Professor of Political Communication at Appalachian State University, and Professor Emeritus from the University of Cincinnati. The focus of his sessions was on how Americans use the media and on what they see, read, and hear that shapes opinions about their government and America’s relationships with the other nations of the world.

Veteran Associated Press foreign correspondent, George Esper, now retired from the AP, and serving as Ogden Newspapers Professor in WVU’s Perley Isaac Reed School of Journalism, gave Thursday evening’s banquet address on **“30 Years of War (and Peace) Reporting.”** While his remarks were sometimes somber and depressing, they served as a reminder of our human needs for love, solidarity and mutual support and protection from the devastations of war and human tragedies. His narrative was combined with a purpose that many found truly moving, and his address served as a highlight of the conference for many listeners.

If you attended the Workshops and did not yet return your evaluation and course commitment forms, please do so now. If you were not able to attend the workshops this year, we hope to see you next November 13-14, 2003 at Lakeview. See page 4 for topic for the 2003 Workshops!

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**NEH SEMINAR: *Women in Islam***

As reported in the September *Newsletter*, FACDIS and the WVU Center for Women’s Studies received a \$25,000 grant from NEH to support a year-long faculty seminar on **“Women in Islam.”** Fifteen faculty from twelve West Virginia higher education institutions, representing eight disciplines, are participating in the project, and had their first meeting at Lakeview on November 6-7. The participants include:

**Kwame Boateng** (Political Science, WV Wesleyan College), **Elizabeth Kelley Boyles** (School Psychology, Marshall University Graduate College); **Helen Bond** (Education, Shepherd College); **Carmen Durrani** (Foreign Languages, Concord College); **Hannah Geffert** (Political Science, Shepherd College); **Susan Herrick** (Sociology, West Liberty State College); **Majed Khader** (Islamic Studies, Marshall University); **William Mallory** (English, WV Wesleyan); **Nancy Nanney** (English, WVU-Parkersburg); **Jim Natsis** (International Studies, WV State College); **Vicki Phillips** (Religion, WV Wesleyan); **Jan Rezek** (Sociology, WVU-Tech); **Patricia Ryan** (Political Science, Fairmont State College); **Cynthia J. Smith** (Psychology, Wheeling Jesuit College); and **Susan Walsh** (Education, Salem International University). **Barbara Howe**, Director of the WVU Center for Women’s Studies is the Project Director and Core Faculty are **Bill Arnett** (History, WVU) and **Janice Spleth** (French, WVU). Everyone is busy reading and can now discuss topics through a WebCT “course” developed for the project!

## FACDIS WORKSHOPS 2003

### *The Global Challenge: Hegemony or Partnership?*

November 13-14, 2003

The FACDIS Institutional Representatives' Council met during this year's conference to decide on the theme for our 23<sup>rd</sup> Annual Workshops. The dates will be November 13-14, 2003, again at Lakeview Resort, and remaining with the Thursday-Friday schedule that most seem to prefer.

Plans call for an examination of the topic, **The Global Challenge: Hegemony or Partner?** The IR Council suggests looking at this topic from various perspectives, including: (1) Religion and Foreign Policy; (2) The Anti-Globalization Movement; (3) Cultural Dominance of the U.S.; (4) Climate Change/Environmental Challenges.

We would like to ask any FACDIS member who has a special interest in these topics to make suggestions for possible presenters for 2003. (Also let us know if you have better suggestions for the subtitle!)

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.

## ANNUAL SCHOLAR-DIPLOMAT PROGRAM

Washington DC - March 12-14, 2003

### *NATION-BUILDING AND DEMOCRATIZATION*

FACDIS's Annual *John A. Maxwell Scholar-Diplomat Program* is scheduled for March 12-14, 2003, in Washington, DC. How do inhabitants of a given region develop the necessary infrastructure to become a functioning state? What are the basic elements that are required for a state to become a democracy? What is the role of other nation-states, NGOs and international organizations in helping a people move toward nationhood? A group of FACDIS members will travel to Washington DC to seek answers to these and other questions. Some of the topics to be covered include: the role of citizen participation, the process of civic education and elections, the development of civil society organizations, issues of governance, the process of creating non-governmental organizations, the relationship of the military to the nation, elections and elections processes, and issues of human rights.

This program is named after the late FACDIS Co-Director and WVU historian John Maxwell, who encouraged the development of this annual three-day series of briefings in Washington.

In early January, all FACDIS faculty will receive applications/invitations to apply, and final selections will be made by the FACDIS Steering Committee, based on teaching responsibilities and how attendance in the program focusing on this theme could benefit their teaching. *Ten faculty can be selected to participate.*

*Watch for the mailing, since there will be a short turn-around time!*

## SECOND ANNUAL CYRUS R. VANCE AWARD FOR INTERNATIONAL EDUCATION IN WEST VIRGINIA

On November 18, 2002, The Center for International Understanding (CIU) at Bluefield State College, under the direction of Dr. Sudhakar R. Jamkhandi, received the second annual Cyrus R. Vance Award for International Education in West Virginia. The award, given by the West Virginia Department of Education and the Arts, includes a \$5,000 gift for the purpose of furthering activities in the area of international education.

In a ceremony at the State Capitol, Governor Bob Wise as well as Cabinet Secretary Kay Goodwin praised the work of the Center for International Understanding (CIU), established in 1988 by Dr. Jamkhandi.

Originally formed to help internationalize Bluefield State's curriculum through student study abroad and faculty exchanges with the People's Republic of China, the CIU also sponsored forums and seminars on international affairs, international food buffets, international films, and musical and dance performances from various countries.

From 1994 onward, the CIU has designed and implemented training programs for USAID, the State Department, and the Library of Congress that have fostered people-to-people relationships between 600+ professionals from over 35 countries and people in West Virginia, representing sectors such as agriculture, education, voluntary organizations, tourism development, corporate governance, energy, forestry and forestry related industries, business and economic development, public health, media, and other sectors that showcase West Virginia's capacity and strengths.

This past summer, for example, the CIU hosted a study tour for five mayors from Bosnia and a group of judges from Russia as part of the Library of Congress' Open World Russia Leadership program. CIU has hosted many such customized training programs for international professionals and through these visits has had an enormous impact on Bluefield State College, the Bluefield community, and the State. FACDIS salutes Dr. Jamkhandi and CIU for the well-deserved award!

### MEET NEW FACDIS MEMBERS

Over the past few years, our membership roster has dramatically changed. Our total membership remains just over 375, but an average of 25-30 "old" members depart each year, being replaced by a like number of new participants in FACDIS. Here are some new members in Fall 2002, with their email addresses for contact.

**James Armstrong** (Forestry, WVU) teaches wood science, and is developing a study abroad option for forestry students in New Zealand, "International Issues in Natural Resources": [jarmstro@wvu.edu](mailto:jarmstro@wvu.edu)

**Tanya Ball** (Business, WVU-Parkersburg) teaches at the Jackson County Center in Ripley, and participated in WVU-P's Group Projects Abroad trip to Bulgaria, led by Emily Lamb, in Summer 2002: [tanya.ball@mail.wvu.edu](mailto:tanya.ball@mail.wvu.edu)

**Kenneth Blake** (Criminal Justice, WV State) is teaching International Criminal Justice Systems, a new course at WV State: [blakekw@mail.wvsc.edu](mailto:blakekw@mail.wvsc.edu)

**Helen Bond** (Education, Shepherd College) teaches Social Foundations of Education, and recently finished her dissertation dealing with human rights in Africa. She participates in the NEH-sponsored "Women in Islam" project: [hpeters@intrepid.net](mailto:hpeters@intrepid.net)

**Libby Boyles** (School Psychology, Marshall University Graduate College) teaches Child Development: A Multicultural Perspective, and participates in the "Women in Islam" project: [boyles@marshall.edu](mailto:boyles@marshall.edu)

**Gayle Burkowski** (Language, Glenville State College) teaches ESL and a seminar in Popular Culture and the Media: [gburkowski@glenville.edu](mailto:gburkowski@glenville.edu)

**Connie Cadle** (Humanities, WVU-Parkersburg) teaches a variety of Reading/English courses at the Jackson Co. Center, and participated in WVU-P's Fulbright-Hays trip to Bulgaria in Summer 2002: [connie.cadle@mail.wvu.edu](mailto:connie.cadle@mail.wvu.edu)

**Kevin Cain** (Business, Glenville State College) teaches International Marketing: [cain@glenville.edu](mailto:cain@glenville.edu)

**Gilberto Delgado** (Language & Literature, Fairmont State) teaches Spanish language courses at Fairmont State: [gdelgado@mail.fscwv.edu](mailto:gdelgado@mail.fscwv.edu)



### Meet New Members (cont.)

**Murat Doral** (Economics, West Liberty State) teaches Introduction to Business: [mdoral@wlsc.edu](mailto:mdoral@wlsc.edu)

**Sonya Evanisko** (Art, Shepherd College) plans to lead a trip in Spring 2003 on the Art & Architecture of Amsterdam, Brussels & Prague: [sevanisk@shepherd.edu](mailto:sevanisk@shepherd.edu)

**Kobena Hanson** (Geography, WVU) teaches the Geography of Africa: [khanson@geo.wvu.edu](mailto:khanson@geo.wvu.edu)

**Valérie Ives** (Language & Literature, Fairmont State) teaches French language courses at Fairmont State: [vives@mail.fscwv.edu](mailto:vives@mail.fscwv.edu)

**Charles Keller** (History, Fairmont State) teaches courses on Modern China, Modern Japan, South Asia, Asian Religions, and Russia: [ckeller@mail.fscwv.edu](mailto:ckeller@mail.fscwv.edu)

**Patricia Kihn** (English, WVU-Tech) teaches composition, and encourages students to use international issues for research topics: [pkihn@wvutech.edu](mailto:pkihn@wvutech.edu)

**Joyce Kronberg** (Biology, WVU-Parkersburg) teaches anatomy and nutrition, and includes a study of diets from other cultures: [joyce.kronberg@mail.wvu.edu](mailto:joyce.kronberg@mail.wvu.edu)

**Judith Kullberg** (Political Science, Marshall University) teaches Comparative Politics and Russian & East European Politics: [kullberg@marshall.edu](mailto:kullberg@marshall.edu)

**Carol Kazmierczak Manzione** (History and Honors, Concord College) teaches World History, World Civ., European History and History of England: [manzionc@concord.edu](mailto:manzionc@concord.edu)

**Denise McClung and Phil McClung** (Psychology, WVU-Parkersburg) teach a variety of psych courses, and both participated in WVU-P's Fulbright-Hays trip to Bulgaria last summer: [denise.mclung@mail.wvu.edu](mailto:denise.mclung@mail.wvu.edu) and [philwvup@hotmail.com](mailto:philwvup@hotmail.com)

**Linda Myers** (Health & Physical Education, WVU-Parkersburg). Also a participant in the Fulbright-Hays Bulgaria trip, Linda has planned for students to do a analysis between WV and Bulgaria, comparing lifestyles and the occurrence of various chronic diseases; another comparative study for her students will focus on diet, nutrition and physical activity: [llmeyers@juno.com](mailto:llmeyers@juno.com)

**Katherine Moore** (Foreign Languages, Potomac State) teaches both Spanish and French at Potomac State: [katherine.moore@mail.wvu.edu](mailto:katherine.moore@mail.wvu.edu)

**Willis Nordlund** (Business, Bluefield State College) teaches various courses in economics in the Business Department: [wnordlund@bluefield.wvnet.edu](mailto:wnordlund@bluefield.wvnet.edu)

**James Oxendale** (Political Science, WVU-Tech) teaches Comparative Politics, and will begin teaching Spanish next year as well: [joxendale@wvutech.edu](mailto:joxendale@wvutech.edu)

**Jason Parker** (History, WVU) teaches U.S. Diplomatic History: [jason.parker@mail.wvu.edu](mailto:jason.parker@mail.wvu.edu)

**Vicki Phillips** (Religion, WV Wesleyan College) teaches Judaism and Islam, and participates in the NEH-funded "Women in Islam" project: [phillips\\_v@wvwc.edu](mailto:phillips_v@wvwc.edu)

**Leonard Rinchiuso** (Humanities, West Liberty State) teaches Spanish language courses at WLSC: [lrinchiuso@wlsc.edu](mailto:lrinchiuso@wlsc.edu)

**Roberta Salyers** (Sociology, Concord College) includes cross-cultural perspectives in all her courses, and is working to include an international focus in Sociology of Law: [orsalyers@concord.edu](mailto:orsalyers@concord.edu)

**Priscilla Shilaro** (History, WVU) teaches History of Africa and heads the Africana Studies Program: [priscilla.shilaro@mail.wvu.edu](mailto:priscilla.shilaro@mail.wvu.edu)

**Cynthia Smith** (Psychology, Wheeling Jesuit University) teaches various psychology courses plus Topics in Gender, and is a participant in the NEH "Women in Islam" project: [cysmith@wju.edu](mailto:cysmith@wju.edu)

**Chris Stadler** (Political Science, University of Charleston) teaches World Politics, Comparative Politics, U.S. Foreign Policy, and Resistance and Revolution: [cstadler@ucwv.edu](mailto:cstadler@ucwv.edu)

**Sven Verlinden** (Plant & Soil Sciences, WVU) teaches horticulture and often leads study trips to the Netherlands and Belgium: [sverlind@wvu.edu](mailto:sverlind@wvu.edu)

**Lachlan Whalen** (English, Marshall University) teaches International Literature, British Literature and 20<sup>th</sup> Century British Poetry, and plans to develop a new course in Irish Literature: [whalenl@marshall.edu](mailto:whalenl@marshall.edu)

## West Virginia State College's International Film Connection

WV State College communications professor Daniel Boyd, accompanied by colleague Steven Gilliland and student Hugh Canada, traveled to Tanzania this past summer to work on a film titled "Duara," a drama with an underlying message about AIDS prevention. After several weeks of work in Tanzania, the group returned home to begin editing the film, and were soon joined by director, Richard Ndunguru from the University of Dar es Salaam. Ndunguru met Professor Boyd five years ago while the latter was working as a Fulbright exchange professor at the University of Dar es Salaam. Ndunguru was working as a freelance film producer when, while attending one of Boyd's filmmaking and screenwriting classes at the University, he showed him some of his work. Boyd promised to return to Tanzania to engage him in a project—a promise that Boyd was able to keep, thanks to a \$20,000 grant he received from the Fulbright Alumni Initiatives Award Program in Spring 2002 to shoot the film.

The Fulbright Alumni Initiatives Awards Program provides small institutional grants to Fulbright alumni to develop innovative projects that will foster institutionally supported linkages and sustainable, mutually beneficial relationships between the Fulbright Scholar's home and host institutions abroad. Boyd calls his project "TeleDrum," in keeping with the African approach to filmmaking as a means of conveying a message.

Boyd also received a summer scholarship in 2001 to attend the NEH funded "African Film Workshop" in Dakar, Senegal. The 10-day workshop was designed to assist junior and middle level faculty at Historically Black Colleges and Universities (HBCU) currently teaching or planning to teach humanities courses with significant African content and focus.

When he is not abroad working on film projects, Boyd is actively engaged in promoting the film industry in West Virginia through classes that he teaches at WVSC, his participation at the WV International Film Festival, and the Paradise Film Institute. The Institute was established at West Virginia State College in 1994 to support independent film and videomakers in the state through resource services, production support, foreign exchanges and continuing education.

The project film "Duara," Swahili for "you can't tell by looking," is a novella on AIDS education which will be shown on Tanzanian television and made available to other African countries. It premiered in the U.S. at the West Virginia International Film Festival in November. The annual film festival is held at the WVSC Capitol Theater Complex on Summers Street in downtown Charleston. (For more information on the festivals, check the website at [www.wviff.org](http://www.wviff.org) or contact Danny Boyd at [dboyd@mail.wvsc.edu](mailto:dboyd@mail.wvsc.edu)).

From *Le Journal*, Volume 5, Number 1, Fall 2002

## Fulbright Scholar-in-Residence from Malaysia Coming to WVU-Parkersburg

The Humanities Division at West Virginia University at Parkersburg anticipates the arrival in early January 2003 of Fulbright Scholar-in-Residence, Professor Mohammed Ghouse Nasuruddin, from Malaysia. Dr. Nasuruddin will be in residence during the spring semester, teaching THEA 101, Introduction to Theatre, from an East-West perspective. In addition, he plans to stage two performances: the first will be a workshop demonstration of Asian performing arts and the second will be a dance drama fusing Eastern and Western performance styles.

Dr. Nasuruddin, who earned a Ph.D. in Drama and Theatre from Indiana University in Bloomington in 1979, presently teaches at the School of Art, Universiti

Sains Malaysia in Penang, Malaysia. He is a well-established scholar, playwright, director, choreographer, musician, and lighting designer. He is very enthusiastic about the opportunity to teach and stage performances in West Virginia and to speak to the campus and community-at-large about traditional and contemporary Malaysian and Southeast Asian performing arts.

Faculty at other institutions in the state who may be interested in inviting Dr. Nasuruddin to visit their campus should feel free to contact him at WVU-Parkersburg early next year. They may also contact Dr. Nancy Nanney, Humanities Chair, at (304) 424-8361 or via email: [Nancy.Nanney@mail.wvu.edu](mailto:Nancy.Nanney@mail.wvu.edu) for further information about Dr. Nasuruddin's schedule.

## NEWS AND NOTES

**Elizabeth-Fones Wolf** (History, WVU) was one of only 46 teachers nationwide chosen as "Professor of the Year" by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education (CASE).

**M. Duane Nellis**, Dean of the Eberly College of Arts and Sciences at WVU, has been elected president of the Association of American Geographers, the largest organization of professional geographers worldwide with a membership of more than 7,000.

**Michael J. Strada** (Political Science, West Liberty State College) was presented with the 2002 Distinguished Political Scientist award by the West Virginia Political Science Association at their annual meeting in Huntington in October.

**Ken Blake** (Criminal Justice, WV State College) participated in an 18-day CIEE International Faculty Seminar to Vietnam over the summer with a group of post-secondary educators from around the country.

The University of Charleston hosted distinguished professor of economics from MIT, Dr. Lester C. Thurow, who spoke on campus on October 21 on "What in the World is Happening to Our Economy?" The visit was part of their Speakers Series, sponsored by Dow Chemical, a collaborative effort between UC and Dow bringing nationally-known lecturers to the area to speak on topics that promote growth and change.

Bethany College hosted the annual meeting of the East Central Colleges (ECC) consortium, with Bethany's foreign languages faculty organizing the event. The consortium was formed in 1968 and includes Bethany, Heidelberg, Hiram, Marietta, Mount Union, Muskingum, Otterbein, Westminster, and WV Wesleyan Colleges. The program focused on ECC study abroad opportunities. The ECC, through a series of exchange agreements, offers students from member schools the opportunity to study for a semester or a year in Greece, China, Argentina, Puerto Rico, Japan, Sweden and Canada. Speakers for the event included Bethany foreign language faculty, **Pauline Nelson** (French), **Harald Menz** (German) and **Joseph Lovano** (Spanish).

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### FACDIS Represented at Two International Education Meetings in Washington, DC

"States Institute on International Education in the Schools" held November 20-22 in Washington DC, was designed to build support for making international education a priority in the nation's school. Thirty states applied to participate; 22 were selected. Each state sent a team of two to seven people representing different groups: Governor's offices, state superintendents of schools, state boards/departments of education, state legislatures, and K-12 and higher education administrators and faculty. West Virginia was selected to participate, and the five member team, headed by Jay Cole, Deputy Secretary of Education and the Arts, also included **Jack Hammersmith**, FACDIS Director and Professor of History. After a keynote address by U.S. Secretary of Education, Rod Paige, who announced a series of new federal initiatives in international education, the various states gave short summaries of their greatest challenges and proudest accomplishments in international education. West Virginia identified its greatest challenge as the relative homogeneity of its population, but its

proudest accomplishments as the creation in 2001 of the Cyrus R. Vance Award for International Education, and Vance Award-winning efforts of the FACDIS program as well as those of the Center for International Understanding at Bluefield State College, this year's Vance Award-winner.

**Ann Levine**, Assistant Director of FACDIS, represented the FACDIS Consortium at the Third Annual Meeting of the State Global Education Associations, sponsored by the American Council on International Intercultural Education (ACIIE) November 22-23 in Washington, DC. Other states represented included Arkansas, California, Florida, Iowa, Illinois, Maryland, Minnesota, Missouri, North Carolina, Ohio, Oklahoma, and Texas. ACIIE is the advocate for community colleges in the global arena, and established a partnership with the Stanley Foundation to facilitate the development of global education programs, especially in U.S. community colleges.



## UPCOMING MEETINGS OF SPECIAL INTEREST

**44<sup>th</sup> Annual International Studies Association (ISA) Meeting.** Portland, OR. February 25-March 1, 2003. Contact: ISA, Social Sciences 324, University of Arizona, Tucson AZ 85271; Phone: (520) 621-7715; e-mail: isa@u.arizona.edu; <http://www.isanet.org/portland>

**The Southern Conference on Language Teaching (SCOLT).** Atlanta, GA. February 27-March 1, 2003. Theme: *Models for Excellence in Second Language Education*. Contact: Lynne McClendon, 165 Lazy Laurel Chase, Roswell, GA 30076; Phone: (770)992-1256; Fax: (770)992-3464; E-mail: lynnemcc@mindspring.com; Web: [www.valdosta.edu/scolt](http://www.valdosta.edu/scolt)

**2003 Learning to Change Conference: "Good Work in Challenging Times."** Washington, DC. March 14-17, 2003. The American Association for Higher Education (AAHE) is inaugurating a major new conference to cultivate partners in learning across and beyond college/university campuses. AAHE welcomes the opportunity to promote broader definitions of scholarships, deeper student learning, and creative boundary crossing. One major conference theme tracks asks, "Do we need to think differently about leadership and learning in a post 9-11 and post-Enron world?" Sessions on such topics as ethics in higher education, new challenges to accountability, and global understanding are planned. For more information contact: AAHE, One Dupont Circle, Suite 360, Washington DC 20036; (202) 293-6440; e-mail: Pmaki@aahe.org; web: <http://www.aahe.org>

**Center for Latin American Studies at the University of Florida Annual Conference.** University of Florida, Gainesville, Florida. April 10-12, 2003. Theme: *Religion, Globalization, and Identity in the Americas: Research Agendas for the Future*. Keynote speaker: John Beverley, Hispanic Languages and Literatures, University of Pittsburgh. For more information contact: Dr. Manuel a Vasquez by e-mail at: [mvasquez@religion.ufl.edu](mailto:mvasquez@religion.ufl.edu)

**Northeast Conference 2003. (NECTFL)** Washington, DC. April 10-13, 2003. 50<sup>th</sup> Anniversary Celebration. Contact: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Phone: (717)245-1977; Fax: (717)245-1976; email: [nectfl@dickinson.edu](mailto:nectfl@dickinson.edu); web: [www.dickinson.edu/nectfl](http://www.dickinson.edu/nectfl)

**4<sup>th</sup> Annual Middle Atlantic African Studies Association.** West Virginia State College, Institute, WV. May 1-3, 2003. Call for Papers. Theme: *Legacy of Empire: War, Famine and Poverty in Africa and the Diaspora*. Submission deadline: Feb. 15, 2003. Send 200-word abstracts to: Dr. C. Stuart McGehee, Dean, Social Sciences, Campus Box 162, West Virginia State College, Institute WV 25112-1000; (304) 766-3240; Fax: (304) 766-5186; E-mail: [mcgehest@mail.wvsc.edu](mailto:mcgehest@mail.wvsc.edu); <http://www.wvsc.edu/msasa/>

**12<sup>th</sup> Annual World History Association Meeting. (WHA).** Georgia State University, Atlanta, GA. June 26-June 29, 2003. Call for paper/panel proposals dealing with the conference themes: *Migration and Identity; Comparative Perspectives on Islam and Islamic Politics; The Boundaries of World History: Chronological, Methodological, Disciplinary*. Contact: David Northrup, Department of History, Carney Hall, Boston College, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3806; E-mail: [northrup@bc.edu](mailto:northrup@bc.edu); <http://www.thewha.org>

**Computer Assisted Language Instruction Consortium (CALICO) 2003 Annual Symposium.** University of Ottawa, Ontario, Canada. May 20-24, 2003. Conference will focus on uses of cutting edge technologies in foreign language teaching and learning. For more information: <http://calico1.modlang.swt.edu>; E-mail: [info@calico.org](mailto:info@calico.org)

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

**Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP).** Chicago, IL. July 31-August 5, 2003. Contact: Lynn A. Sandstedt, Exec. Director, AATSP, 210 Butler-Hancock Hall, Univ. of Northern Colorado, Greeley Co 80639; Phone: (970)351-1090; Fax: (970)351-1095; E-mail: [lsandste@bentley.unco.edu](mailto:lsandste@bentley.unco.edu); Web: [www.aatsp.org](http://www.aatsp.org)

## **FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

### **Special Programs in International Business and Languages for Business**

#### **CIBER Faculty Study Abroad Program in Belgium**

**Antwerp, Belgium.** May 25-June 6, 2003. A 13-day program offered primarily for faculty from business, foreign language, and area/cultural studies. Provides exposure to the latest developments in European business/economic issues to develop an understanding of today's European Union. Program fee is \$2,300 (by March 28) or \$2,500 (after March 28) and includes all seminars/materials; hotel accommodations, most meals, local transportation for excursions and site visits; cultural and social events; special welcoming dinner and concluding luncheon. **Airfare extra.**

To request a brochure on this program, contact Jeanne Tutor at the University of Memphis Wang Center for International Business: E-mail: [jtutor@memphis.edu](mailto:jtutor@memphis.edu); phone (901)678-2308. More information is also available on the Wang Center's website: <http://www.people.memphis.edu/~WANGCTR/Pages/Antwerp.htm>

#### **CIBER Business-Language Conferences**

**International Business, Language and Technology: New Synergies, New Times.** Roney Palace Beach Resort, Miami, FL. **April 2-5, 2003.** Registration: \$170 (before February 14) or \$200 (after February 14) includes admission to all program sessions, welcome reception, continental breakfasts and buffet lunches. **Lodging is not included.** (A limited number of rooms are available at the conference site at a special rate.) Deadline for submitting proposals is January 31, 2003. For further information and a registration form visit the Florida International University CIBER website at: [www.fiu.edu/~ciber](http://www.fiu.edu/~ciber)

**Language and Culture for International Business: A Workshop for Foreign Language Faculty.** Memphis, TN. February 20-22, 2003. Registration: \$495, includes 2-nights accommodations, most meals, and all materials. A limited number of \$200 CIBER scholarships are available to assist faculty in attending the workshop.

Language-specific workshops will be held Friday and Saturday afternoon for French, German, Spanish and Japanese. Sponsored by the Department of Foreign Languages and Literatures and the Wang Center for International Business at the University of Memphis. Contact: Wang Center, 220 Fogelman Executive Center, 330 Deloach St., Memphis, TN 38152-3130; (901)678-2038; Fax: (901)678-3678; E-mail: [jtutor@memphis.edu](mailto:jtutor@memphis.edu)

#### **Other Conferences and Institutes on Business**

**CIBER 5<sup>th</sup> Biennial International Business Institute for Community College Faculty.** East Lansing, Michigan. May 10-15, 2003. This conference is a unique professional development program designed specifically for community and technical college faculty. The Institute is designed to provide participants with the knowledge, experience and resources they need to internationalize general business courses at the two-year college level. Registration: \$600 includes tuition, five nights lodging and most meals. **Deadline: February 14, 2003.** Contact: Beverly Wilkins, Center for International Business and Research, 7 Eppley Center, Michigan State University, East Lansing, MI 48824-1121; Phone: (517)353-4336; Fax: (517)432-1009; E-mail: [ciber@msu.edu](mailto:ciber@msu.edu); Web: <http://ciber.msu.edu/newsandevents/>

**CIBER Globalization Seminars.** Memphis, TN. June 5-8, 2003. Registration: \$1,395 (\$1,195 before April 26), includes instruction and all seminar materials, hotel accommodations for 3 nights, all breakfasts, lunches and coffee breaks, reception/buffet on Thursday. A limited number of Faculty Fellowships for \$500 are available to assist faculty in attending the workshop. Participants may register for one of the following seminars: *Introduction to International Business; International Finance; Global E-Business; International Management; International Marketing.* For more information contact: Wang Center for International Business, The University of Memphis, 220 Fogelman Executive Center, 330 Deloach St., Memphis, TN 38152-3130; Phone: (901)678-2038; Fax: (901)678-3678; E-mail: [jtutor@memphis.edu](mailto:jtutor@memphis.edu); web: [http://www.people.memphis.edu/~WANGCTR/Pages/Globalization\\_Seminars.htm](http://www.people.memphis.edu/~WANGCTR/Pages/Globalization_Seminars.htm)

### FDIB at University of South Carolina

The University of South Carolina's College of Business Administration will present its 15<sup>th</sup> annual **Faculty Development in International Business (FDIB)** program to be held in Columbia, SC from June 23-28, 2003. Six different seminars will be offered in a 4 ½-day format. The cost of the program is \$1,950, which includes course instruction, materials, breakfasts, lunches, and selected activities. A limited number of \$500 CIBER scholarships are available, so apply early! (See address below.)

**Business Spanish Seminar: June 20-26.** Workshop designed for professors of Spanish interested in *Business Spanish*. The program cost of \$750 includes instruction, materials, breakfasts/lunches, and selected activities. A limited number of \$400 CIBER scholarships are available, so again, apply early!

For more information on these two programs contact: Moore School of Business, University of South Carolina, Columbia, SC 29208; Phone: 800-393-2362; Fax: (802)777-4447; Web: <http://www.uscdmc.sc.edu/fdib.asp>

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### **OTHER OPPORTUNITIES**

#### CIEE Faculty Development Seminars/Exxon Mobil Faculty Fellowships

The September *FACDIS Newsletter* listed the schedule of upcoming CIEE International Faculty Development Seminars. Five new seminars in **Brazil, Costa Rica, New Zealand, South Korea, and Taiwan** have been added for 2003. Costs range from **\$2,000 to \$2,600**. New features of the program include:

- Single rooms. The 2003 seminar fees are now based on single occupancy accommodations. Double rooms will still be available and will entitle participants to a discount off the seminar fee.
- All visa fees are now included in the seminar fee

If you are a faculty member or administrator at a Historically Black College or University (HBCU), you are eligible to apply for a 2003 ExxonMobil Faculty Fellowship.

These grants cover the entire cost of the seminar fee (excluding international airfare) and range from \$1,700-\$2,300. **Application deadline: February 1, 2003.** For complete information concerning the faculty development seminars or the ExxonMobil Faculty Fellowship, contact CIEE at (212) 822-2747; Fax: (212) 822-2779; e-mail: [ifds@ciee.org](mailto:ifds@ciee.org); or visit the website at: [www.ciee.org/seminars](http://www.ciee.org/seminars)

#### Pitt in China: Opportunity for Community College Professors, High School & Middle School Teachers

**Study and travel in China.** June 20-July 16, 2003. Community college professors, high school and middle school teachers who currently incorporate Chinese sources and perspectives into their course offerings, or plan to do so in the future, are invited to apply for this partially-funded four-week program: **Pitt in China**. Participants who are selected will attend lectures with Beijing University professors, spend afternoons on field trips to homes, public schools, businesses, etc. Through a grant from the Freeman Foundation, scholarships will be awarded which cover all expenses except airfare and meals. (Airfare is expected to be about \$900.) **Deadline to apply: January 31, 2003.**

For more information contact: Diana Wood, Asian Studies Center, 4E01 Wesley W. Posvar Hall, University Center for International Studies, University of Pittsburgh, Pittsburgh, PA 15260. Phone: (412)648-7411; Fax: (412)624-4665; E-mail: [dmwood@ucis.pitt.edu](mailto:dmwood@ucis.pitt.edu)

#### Japan Study Tour for Secondary Teachers

The Toyota International Teacher Program is a fully funded 2-week study tour of Japan sponsored by the Toyota Motor Sales, U.S.A., Inc. Toyota sponsors 50 full-time secondary teachers, grades 9-12, from Alabama, California, Indiana, Kentucky, Michigan, Missouri, and West Virginia to learn first-hand about education, culture, environment and technology and how these affect industry and society. The application deadline is **January 13, 2003**. Apply online at [www.iie.org/programs/toyota](http://www.iie.org/programs/toyota); call (877) TEACH-JP or e-mail: [toyotateach@iie.org](mailto:toyotateach@iie.org) for more information or an application.

*Please share with interested West Virginia secondary teachers*

## FOREIGN LANGUAGE PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### Center for Language Education and Research (CLEAR), Michigan State University

CLEAR will offer seven 2003 summer workshops on the campus at Michigan State. Stipends to cover program fees and partial travel are available for most participants. Programs, averaging \$200 plus meals, include:

- *Teaching Speaking and Listening in the Foreign Language Classroom.* June 16-18, 2003. (Cost: \$175)
- *Teaching Reading in the Foreign Language Classroom.* June 19-21, 2003. (\$175)
- *Teaching Writing in the Foreign Language Classroom.* June 23-25, 2003. (\$175)
- *Putting Flash into Your Course.* July 14-18, 2003. (\$225)
- *Developing a Learning Scenario to Bring out the Best in Your Foreign Language Class.* July 23-25, 2003. (\$175)
- *Materials Development Marathon: Creating Online Communicative Activities from Start to Finish.* July 28-August 1, 2003. (\$225)

Early application deadline is March 28, 2003 (\$15 application fee is waived). Regular deadline is May 16 (fee applies.) For more information contact: CLEAR, Michigan State University, A712 Wells Hall, East Lansing, MI 48824-1027; Phone: (517)432-2286; Fax: (517)432-0473; E-mail: [clear@msu.edu](mailto:clear@msu.edu); Web: <http://clear.msu.edu/institutes/>

### ADFL Summer Seminars in 2003

The Association of Departments of Foreign Languages (ADFL) sponsors Summer Seminars East and West. The ADFL seminars provide a congenial forum for department chairs, language coordinators, and other administrators to discuss life and work in departments of foreign languages. Seminar East will be held June 12-14, 2003 at Yale University, New Haven, CT and Seminar West will be June 26-28 in Snowbird, UT. Seminars feature pre-seminar workshops for new department chairs. Cost: \$300 for members/\$375 for nonmembers; housing extra.

For further information, contact: Elizabeth Welles, Director, or David Goldberg, Associate Director, ADFL, 26 Broadway, Third Floor, New York, NY 10004-1789; (646)576-5132; E-mail: [adfl@mla.org](mailto:adfl@mla.org); web: [www.adfl.org](http://www.adfl.org)

### CARLA at University of Minnesota

CARLA will offer its eighth annual series of summer institutes for second language teachers, with its goal to connect research with practice. The interactive workshops include discussion, theory-building, hands-on activities, and networking with colleagues. The cost of each of the summer institutes is \$300 (register by May 30) or \$350 after that date. Topics and dates for Summer 2003 programs:

- *Teaching Strategies for Language and Culture Learning and Use* - July 28-August 1, 2003
- *Developing Materials for Less Commonly Taught Languages* - July 28-August 1, 2003
- *Developing Assessments for the Second Language Classroom* - July 28-August 1, 2003
- *Basics of Second Language Acquisition for Teachers* - July 28-August 1, 2003
- *Proficiency Oriented Language Instruction & Assessments* - August 4-8, 2003
- *A Practical Course in Styles- and Strategies-Based Instruction* - August 4-8, 2003
- *Immersion 101: An Introduction to Immersion Teaching* - August 4-8, 2003
- *Meeting the Challenges of Immersion Education: Is Immersion for All?* - August 11-15, 2003
- *Culture as the Core in the Second Language Classroom* - August 11-15, 2003
- *Technology in the Second Language Classroom* - August 11-15, 2003

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

## NEH Summer Seminars & Institutes for College and University Teachers: Deadline March 1

Each summer, the Division of Research & Education Programs of the NEH offers college/university teachers the opportunity to study humanities topics in a variety of Summer Seminars/Institutes. Participants receive from \$2,800 to \$3,700, depending on the length of the program, to cover the costs of travel, books, and living expenses.

*Seminars*, directed by distinguished scholars at institutions with collections suitable for advanced study, last from 5-6 weeks. Fifteen scholars are selected to participate, and applicants must submit a tentative plan for an individual research project or a program of intensive reading/study. Seminars are intended primarily for those who teach undergraduates only. Institutes last from 4-6 weeks for 20-30 participants and aim to provide participants with a deeper knowledge of current scholarship in the field.

To apply, send or e-mail a request for application information and expanded project descriptions to the seminar or institute directors, including your regular mailing address. You may apply to no more than two projects. Deadline is March 1, 2003.

Some topics and contact people for 2003 Seminars that may interest FACDIS faculty include:

*The Old French Fabliaux and the Medieval Sense of the Comic.* June 30-August 8, 2003 (6 weeks). New Haven, CT. Contact: R. Howard Bloch, Department of French, Yale University, New Haven, CT 06520; (203)432-4912; e-mail: howard.bloch@yale.edu

*Law, State, and Individual in Ancient Greece, Rome, and China.* June 16-July 24, 2003 (6 weeks). Berkeley, CA. Contact: David Cohen and David Johnson, Department of Rhetoric, University of California, Berkeley, CA 94720-2670; (510)642-6614; E-mail: dgjohnsn@socrates.berkeley.edu; web: history.berkeley.edu/neh

*St. Francis of Assisi in the Thirteenth Century.* June 30-August 8, 2003 (6 weeks). Siena, Rome and Assisi, Italy. Contact: William R. Cook, Department of History, 1 College Circle, State University of New York-Geneseo,

Geneseo, NY 14454; (585)245-5373; E-mail: cookb@geneseo.edu

*New Perspectives on Italy in the Age of the Risorgimento.* June 30-August 1, 2003 (5 weeks). American Academy, Rome, Italy. Contact: John A. Davis, Department of History, 241 Glenbrook Road, University of Connecticut, Storrs, CT 06269; (860)486-2752; E-mail: neh@aarome.org; web: <http://www.aarome.org/neh>

*Critical Approaches to Hispanic Poetry at the Turn of the Twenty-First Century.* June 16-July 25, 2003 (6 weeks). Lawrence, KS. Contact: Andrew Debicki and Jill S. Kuhnheim, The Hall Center for the Humanities, University of Kansas, 1540 Sunflower Road, Lawrence, KS 66045-7618; (785)864-4798; E-mail: hallcenter@ku.edu

*Caribbean Theater and Cultural Performance.* June 30-August 2, 2003 (5 weeks). San Juan, PR. Contact: Lowell Fiet, Department of English, Rio Piedras Campus, PO Box 22831, University of Puerto Rico, San Juan, PR 00931-2831; (787)764-0000 x3797 or 3828; E-mail: lowell@isla.net

*Anglo-Irish Identities, 1600-1800.* June 16-July 18, 2003 (5 weeks). Notre Dame, IN. Contact: Christopher Fox, Keough Institute for Irish Studies, 1146 Flanner Hall, University of Notre Dame, Notre Dame, IN 46556; (574)631-3555; E-mail: FOX.1@nd.edu

*The 'Libro De Buen Amor' in Cultural Context.* June 9-July 11, 2003 (5 weeks). Charlottesville, VA. Contact: E. Michael Gerli, Department of Spanish, Italian, Portuguese, Box 400777, University of Virginia, Charlottesville, VA 22904-4777; (434)924-7159; E-mail: gerli@virginia.edu

*Afro-Hispanic Literature and the Canon.* (In Spanish and English). June 16-July 25, 2003 (6 weeks). Columbia, MO. Contact: Marvin Lewis, Department of Romance Languages, University of Missouri, Columbia, MO 65211; (573)882-4874; E-mail: LewisM@missouri.edu

*Roots 2003-African Dimensions of the History and Culture of the Americas.* June 2-July 11, 2003 (6 weeks). Charlottesville, VA. Contact: Joseph C. Miller, Virginia Foundation for the Humanities, 145 Ednam Drive, Charlottesville, VA 22903-4629; (434)924-6395; E-mail: jcm7a@virginia.edu

*Surveying Paris: Urban Space and Urban Culture in the Early Modern City.* June 23-July 26, 2003 (5 weeks). Paris, France. Contact: Karen Newman, Department of Comparative Literature, Box E, Brown University, Providence, RI 02912; (401)863-3092; E-mail: Jessica\_Barr@brown.edu

### NEH Institute

*Re-Imagining Indigenous Cultures: The Pacific Islands.* June 30-August 1, 2003 (5 weeks). Honolulu, Hawaii. Contact: Darlene Spadavecchia, East-West Center, 1601 East-West Road, Honolulu, Hawaii 96848-1601; Phone: (808)944-7731; E-mail: SpadaveD@EastWestCenter.org; web: <http://pidp.eastwestcenter.org/neh>

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### Other Summer Programs/Opportunities

#### 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 June 16-August 8, 2003. This program provides an opportunity for scholars to utilize the resources of the University Library. The Summer Lab also hosts a number of workshops and discussion groups during the first four weeks 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: Sandy 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; E-mail: reec@uiuc.edu

#### Post-Secondary Curriculum Development Program in Russian and East European Studies in Ann Arbor

CREES at the University of Michigan is accepting applications for the 2003 Post-Secondary Curriculum Development Program in Russian and East European Studies. The program provides small grants to faculty at two and four-year colleges and universities and at historically and predominantly black colleges and universities to support three-to five-day visits to the University of Michigan for curriculum development related to the former Soviet Union and/or Eastern Europe. The visits must be between May 1 and August 14, 2003. **Deadline: March 15, 2003.** For further information contact: Sylvia Meloche, CREES, Suite 4668, 1080 S. University, Ann Arbor, MI 48109-1106; Phone: (734)764-4185; E-mail: [crees@umich.edu](mailto:crees@umich.edu); web: [www.umich.edu/~iinet/crees](http://www.umich.edu/~iinet/crees)

#### Berlin-Prague Seminar: June 15-28, 2003

Bradley University sponsors an annual Berlin-Prague faculty development seminar for social scientists, historians, and others interested in Central Europe. The program, from June 15-28, 2003, includes formal discussions with German and Czech leaders from academia, business, and politics, and short trips to points of interest. The cost is \$1,800 (excludes international airfare). **Deadline: February 5, 2003.**

Contact: John A. Williams, Department of History, Bradley University, Peoria, IL 61625; (309) 677-3182; Fax: (309) 677-3377; E-mail: [johnw@bradley.edu](mailto:johnw@bradley.edu); web: [www.bradley.edu/academics/las/his/Berlin](http://www.bradley.edu/academics/las/his/Berlin)

#### Korean Studies Program Summer Fellowships

The Korea Society will take up to 21 American educators to Korea for a three-week study tour from June 24-July 12. Both K-12 educators, and college faculty who help train them, are eligible. Trip includes international airfare, accommodations, meals, and program fees. Application deadline: **February 14, 2003.** Applications are online, or contact Yong Jin Choi, Director, Korean Studies Program, The Korea Society, 950 Third Avenue, 8<sup>th</sup> Floor, New York NY 10022; web: [www.koreasociety.org](http://www.koreasociety.org)



## GRANTS & FELLOWSHIPS

### AAG Grants and Awards

The Association of American Geographers awards small grants (maximum \$1,000) to support research and field work. Grants can be used only for direct expenses of research; salary and overhead costs are not allowed. You must have been an AAG member for at least two years at the time you submit your application. Application deadline: **December 31, 2002**. For more information contact: Ehsan M. Khater, Association of American Geographers, 1710 16th Street NW, Washington, D.C. 20009-3198 or visit the web at: <http://www.aag.org>

### CAORC Fellowships for Regional Research

The Council of American Overseas Research Centers offers fellowships to support advanced regional research in the fields of humanities, social sciences, or allied natural sciences. Research should have regional significance in the Middle East, sub-Saharan Africa, and/or South Asia, and must be conducted in more than one country, at least one of which host a participating American overseas research center. Member centers are in Italy, Greece, Tunisia, Morocco, Egypt, Israel, Jordan, Turkey, Iran, Yemen, India, Pakistan, Bangladesh, Sri Lanka, Cyprus, and Senegal/West Africa. Fellowship tenure must be of at least 3 months' duration. Eight grants of up to \$6,000 will be awarded, each of which carries an additional \$3,000 for travel expenses. Application deadline: **December 31, 2002**. Contact: CAORC Multi-Country Research Fellowship Program, Smithsonian Institution, PO Box 37012, NHB Room CE-123, MRC 178, Washington DC 20013-7012; (202) 842-8636; Fax: (202) 786-2430; E-mail: [caorc@caorc.si.edu](mailto:caorc@caorc.si.edu) or web site: [www.caorc.org](http://www.caorc.org)

### Foreign Language Summer Scholarships from ACTFL

The American Council for the Teaching of Foreign Languages (ACTFL) is offering Summer Scholarships for study in Mexico and Montreal. Deadlines for submitting applications: **January 10, 2003**. All candidates for the scholarship must be members in good standing for the year of study and the prior year. Preference will be given to candidates who

have not recently benefitted from similar scholarships. For further information: Phone: (914)963-8830; web: <http://www.actfl.org>; E-mail: [headquarters@actfl.org](mailto:headquarters@actfl.org)

### James Bryant Conant Fellowships on German and European Studies

Minda de Gunzburg Center for European Studies awards twelve-month fellowships for in-residence research projects which focus on contemporary German and European topics. The fellowship provides \$40,000 (July 2003-June 2004). Health insurance and a \$1,500 research travel fund are available. Eligible applicants are non-tenured persons who are teaching at the college/university level. Application deadline: **January 24, 2003**. For information contact: Minda de Gunzburg Center for European Studies, Adolphus Busch Hall, 27 Kirkland St., Cambridge, MA 02138; (617) 495-4303; Fax: (617) 495-8509; E-mail: [acollins@fas.harvard.edu](mailto:acollins@fas.harvard.edu); website: <http://www.fas.harvard.edu/~ces/information/conant.html>

### IREX Travel Grants

**Short-Term Travel Grants Program.** Grants of up to \$3,000 for up to two months of travel to Eastern Europe and the NIS. Supports research projects in the social sciences and humanities. Limited funding is available for travel to Turkey and Iran for cross-regional research in the humanities. Application deadline: **February 1, 2003**. For more information contact: IREX, 2121K Street, NW, Suite 700, Washington, DC 20037; (202)628-8188; Fax: (202)628-8189; E-mail: [stg@irex.org](mailto:stg@irex.org); web: [www.irex.org](http://www.irex.org)

### Finnish Centre for International Mobility Grant

The Finnish Centre for International Mobility grants awards to young researchers to visit Finnish universities. The objective is to encourage academic mobility to Finland and to promote international co-operation in research and teaching. The award period is three to twelve months. Applications should be submitted at least three months before the intended fellowship period. For further information visit the website at: <http://www.cimo.fi>

## GRANTS AND FELLOWSHIPS (cont.)

### National Council for Eurasian and East European Research

The National Council for Eurasian and East European Research (NCEEER) invites proposals for its National Research Competition. This competition provides funds for both collaborative and individual research projects. **Research Contracts** support collaborative projects involving multiple post-doctoral scholars, including at least one US-based scholar, with a maximum award of \$70,000. **Research Grants** support research projects conducted by individual US-based post-doctoral scholars, with a maximum award of \$40,000. Contracts will provide funding to scholars via institutional awards, while Grants will be awarded directly to the scholar. Application deadline: **February 15, 2003**. Contact: NCEEER, 910 17<sup>th</sup> St., NW, Suite 300, Washington DC 20006; (202) 822-6950; Fax: (202) 822-6955; E-mail: [dc@nceeer.org](mailto:dc@nceeer.org); web site: [www.nceeer.org](http://www.nceeer.org)

### NEH Fellowships

NEH Fellowships provide opportunities for individuals to pursue advanced work in the humanities. Award recipients might eventually produce scholarly articles, a book-length treatment of a broad topic, an archaeological site report, a translation, an edition, a database, or some other scholarly tool. A stipend of \$40,000 will be awarded to those holding fellowships for a grant period of nine to twelve months. A stipend of \$24,000 will be awarded to those holding fellowships for a grant period of six to eight months. Fellowship applications must be received between **March 1** and the deadline of **May 1, 2003**. For further information on NEH Fellowships contact: Division of Research Programs, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Room 318, Washington, DC 20506; Phone: (202)606-8200; E-mail: [fellowships@neh.gov](mailto:fellowships@neh.gov); website: <http://www.neh.gov/grants/guidelines/fellowships.html>

## **NATIONAL CONSORTIUM FOR TEACHING ABOUT ASIA EXPANDS THROUGHOUT WEST VIRGINIA**

Each year, the National Consortium for Teaching about Asia (NCTA) supports seminars for a minimum of 500 history, geography, social studies, and literature teachers around the country. Various coordinating sites identify and support local seminar sites and leaders. The Asian Studies Program of the University of Pittsburgh has been working with FACDIS to identify seminar sites and leaders for West Virginia programs.

Doug Smith, Coordinator of the WVU Graduate Center in Shepherdstown, recently completed leading an East Asian seminar for middle and high school teachers in the eastern panhandle. This class of over 30 teachers met throughout the spring, summer and early fall, and now the participants are compiling their teaching resource orders (\$300 worth per teacher).

Under the sponsorship of the University of Pittsburgh, and funded by the Freeman Foundation, two additional seminars, led by FACDIS faculty associates, will be offered in West Virginia during Spring of 2003, with follow-up activities in the fall. Teachers are currently being recruited for these two opportunities, so please help spread the word about the Asia Seminars! For information on the following two opportunities, contact:

**David Kenley, Department of History, Marshall University**

**Seminar Meeting Times: Ten Tuesday nights from 6:00-9:00 pm from March 4-May 20**

**Phone: 304-696-2719 e-mail: [kenley@marshall.edu](mailto:kenley@marshall.edu); Web: <http://www.nctasia.org> and click on West Va.**

**Art Barbeau, Department of History, West Liberty State College**

**Seminar Meeting Times: January through May; 2<sup>nd</sup> and 4<sup>th</sup> Saturday mornings**

**Phone: 304-336-8259; e-mail: [barbeaua@wlsc.edu](mailto:barbeaua@wlsc.edu)**

## **FACDIS and POD: Yin and Yang**

**by Michael J. Strada, Professor of Political Science, West Liberty State College**

From its inception two decades ago, FACDIS emphasized what former U.S. Commissioner of Education Ernest L. Boyer called “the scholarship of teaching,” as opposed to “the pedagogy of teaching.” That is, content before process; substance before method; knowledge before experience. In doing so, the consortium’s scholarly parameters have delimited by that which is foreign, international, or global. However, according to Chinese dualistic philosophy, the forces of *yin* (passive, feminine, lunar, content orientation) surely oppose, but simultaneously complement, the forces of *yang* (active, masculine, solar, process orientation). Each of these forces seem to need the other.

My personal journey through the terrain occupied by the course syllabus in higher education leads me to conclude that two contrasting faculty development organizations have propelled my efforts: FACDIS’ scholarship of teaching (*yin*) and POD’s pedagogy of teaching (*yang*). POD stands for The Professional and Organizational Development (POD) Network in Higher Education, which fosters “faculty, instructional, and organizational development.” POD’s 1991 Mission Statement explicates a vision of “faculty development that encompasses activities focusing on individual faculty members foremost as teachers—as professionals engaged in fostering student development.” It pursues this mission through a variety of publications, conferences, consulting, and networking activities. POD employs higher education’s guarantor of quality control—blind peer review—regarding its publications, grant competitions, and proposals for conference presentations.

Years of involvement in FACDIS’ reliance on comparison of pre- and post-project course syllabi as content descriptors of course development (i.e., internationalization) immersed me in the principles of model syllabi. But it was only when I began to apply these principles to my own courses that I discovered how investing in syllabi paid unexpected dividends. Converting my course syllabi into more reflective documents forced me to think through my unexamined assumptions, adding purposeful direction as well as tighter organization to my efforts. Once hooked on questing after the elusive elegant

syllabus, I desired to share hard-won insights with colleagues elsewhere. What began as a short piece for a *FACDIS Newsletter* evolved into four published articles and plans for a book which would fill a void in the literature on course syllabi. Nothing even posing as a definitive study now exists. The POD Network helped to build the momentum for all of these publications, and I recently applied for a POD research grant to write a comprehensive book on the role of the syllabus.

My comments here relate mostly to 22 sessions at the 2001 and 2002 POD national conferences that I consider germane to the FACDIS-POD nexus. FACDIS provided partial funding for these two trips. The following overview of sessions is broken down into POD’s three major categories: Instructional Development (8), Faculty Development (4), Organizational Development (5)—plus a category that I have added concerning Assessment (accountability) issues (5).

### *Instructional Development*

In “Teaching is Performing, Performing is Teaching,” Jyl Felman (Massachusetts) asks faculty to think anew about their profession by applying ideas taken from drama and theater to active learning strategies. Have students “sitting on the edge of their chairs as they learn to find their own voices rather than mimic the teacher’s,” says Felman. See <http://www.jyllynnfelman.com> for some examples. Similarly focused on active learning strategies was a session intended to help those faculty who require students to perform significant writing activities—not simply because it makes them better writers, but because research show it makes them better abstract thinkers.

Linda Nilson (Clemson) introduces efficiency via shifting from “atomistic to holistic grading of student writing” in her session, “Grading Writing: Making it Fast, Fair, and Objective.” In 2000, Nilson won POD’s “Bright Idea Award” for her concept of the graphic course syllabus. And if the first two sessions whet one’s appetite for the “why” questions that permeate active learning,

Todd Zakrajsek's (Central Michigan) program satisfies this hunger with research-based answers. In "Lessons from Psychology of Learning: Why Active Learning is Critical," he forges links between the scholarship regarding active learning and classroom methods.

The area of active learning that perennially stymies me consists of simulations, because I can find few of them, and even fewer still that can be used within one or two class sessions. Right on cue, John Hertel and Barbara Millis (USAF Academy) dealt with the "design, purpose, execution, and debriefing of simulations," as they presented case studies in "Using Academic Games and Simulations to Promote Effective Learning." It is argued by Hertel and Millis that games represent a "gateway from academia to real-world applications involving the development of teamwork and communications skills."

Challenging interdisciplinary endeavors (such as international studies) also received attention from three POD presenters. In "Fostering the Scholarship of Interdisciplinary Teaching," Matthew Kaplan (Michigan) describes a year-long program at U of M wherein Interdisciplinary Faculty Associates (IFAs) receive grants to design and implement team-taught courses. Course portfolios are used to document the scholarship of interdisciplinary teaching and learning. Bonnie Mullinix (Monmouth University) discusses an "emergent learning community focused on promoting global understanding and the forms it took prior to and following September 11, 2001." Mullinix avers that the prototype at her institution supports learning communities elsewhere in a program called, "Nurturing Emergent Communities: Lessons, Strategies and a Global Initiative Pre/Post 911." See: <http://www.monmouth.edu/academics/understanding/understanding.asp>.

Finally, Susan Kahn (IU-Purdue at Indianapolis) and others in the U.S. and U.K. compared and contrasted how faculty developers in these two countries work with various disciplines and the professional bodies representing different disciplines. A new British Learning and Teaching Support Network was cited as a source of innovation and change in this session, "Faculty Development in the Disciplines: An International Perspective."

### *Faculty Development*

As was the case with Teaching Portfolios, Course

Portfolios, and holistic faculty evaluation procedures, the relatively new phenomenon of Teaching Philosophy Statements (TPS) emerged in Canadian universities. Dieter Schonwetter (Manitoba) and other Canadian colleagues have developed a program of collaborative exercises called, "Developing and Interpreting Teaching Philosophy Statements," which allows participants to use a "rigorous academic model for writing and interpreting TPSs. They claim that TPS statements are "increasingly used in hiring, promotion, and tenure decisions at many institutions."

The POD Network encourages consortial, multi-institution activities, as do many contemporary sources of funding. One such collaborative program led by Milton Cox (Miami) and others, "Initiating Faculty Learning Communities," involves five institutions. Supported by a FIPSE grant, this sounds like something that FACDIS could emulate if tweaked to include international content. Mentoring institutions work with colleagues at a novice institution to create interdisciplinary Faculty Learning Communities (FLCs) involving 8-10 participants examining topics such as diversity or technology. See: <http://www.muohio.edu/flc/>

Douglas R. Robertson (Eastern Kentucky), in "Making Time for Good Teaching," addresses the vexing issue of "faculty overload" characteristic of dedicated professors who are typically prime candidates to recruit for vital new projects. Robertson promises a "greater sense of control over their teaching life" via six specific coping strategies for dealing with overload. He explains each strategy, gives concrete examples of their use, and discusses possible consequences.

### *Organizational Development*

The majority of POD institutions are universities where teaching may not necessarily rank at the top of its mission statement. Most are large enough to support an independent Teaching and Learning Center. However, a sizable minority of POD members hail from small colleges, and a sub-group linking them together exists, as do sessions tailored to their needs. In one such session, Michael Reder (Connecticut College) and others weigh the relative advantages and disadvantages of starting an running a teaching/learning center: "Starting Faculty Development Programs at Small Colleges: Challenges and Opportunities." Some members of POD's unofficial

smallness club have expressed to me its value in providing an island of community in a sea of large places. Case studies of successful micro-programs, like Richard Holmgren's at Allegheny College, are important. In "Realizing Dreams: Changing the Teaching Culture at a Small College," Holmgren tells of a "Teaching Partners Program" reshaping his college's efforts to support dedicated faculty in their teaching innovatively.

One avenue supportive of faculty development (regardless of institutional size) that FACDIS has traveled profitably consists of pursuing external funding. Elizabeth Rankin and Joan Hawthorne (North Dakota) provide grantsmanship tips in "Planning an Internal Grant-Writing Workshop for Faculty." They familiarize faculty with resources available to support teaching and research and show them what makes for a successful proposal. Finally, D. Lynn Sorenson (Brigham Young) reports on new ideas and partnerships forged by PODders who attended a major global conference held in Perth, Australia. In "International Perspectives from 2002 ICED Conference" he recounts POD members' contributions as well as what they brought back home with them. See: <http://www.csd.uwa.edu.au/iced2002/>

### *Assessment*

The decade following POD's founding was one characterized by "obsessment" an obsession with assessment strategies to provide the kind of accountability that society now demands from higher education. Thus, while assessment is not one of POD's big three mission objectives, accountability issues operate just below the surface of many of its activities and I have included this as a final heading. Laurence Kaptain and others (Missouri-KC) go to the heart of the matter: "In this age of outcomes assessment, how do faculty developers measure and document the impact of their work in both qualitative and quantitative terms and how do they share these outcomes with multiple stakeholders?" Since I was not able to attend "Faculty Development-Made to Measure,?" I do not know if its leaders managed to answer the question as adroitly as they asked it.

Similarly, well-known author Barbara Walvoord (Notre Dame) notes in "Assessment: The Implications for Faculty Development," that "The interface between

faculty development and assessment is becoming more significant." In her program Walvoord deals with rationales for assessment, determination of program goals, how to assess student outcomes in multiple ways, and using results to enhance teaching and learning.

The literature on assessment is extensive and the movement virtually owned higher education in the 1990s. Yet one major 1999 study involving 1,300 institutions found that the impact of mounds of assessment data on institutional decision-making is characterized as negligible. Catherine Wehlburg (Stephens College) offers a ray of hope in reporting on Stephens' success in applying assessment data from its general education program to influence curricular development and revision of general education. She tells how the portfolio was used as an assessment device in "Show me the Feedback Loop!: Assessment of General Education."

One key reason that calls for accountability fixated on student outcomes assessment stems from the relative success of student outcomes testing in K-12 education. Another reason, however, is the age-old dilemma of defining good teaching and identifying abstract concepts in action. L. Dee Fink (Oklahoma) expresses the conventional dissatisfaction with "over-reliance on student ratings of instructors," and calls for more diverse methods of evaluating teaching. In "So, What is Good Teaching, Anyway?" she utilizes a "learning-centered approach" as a more tangible framework for assessing teaching. But merely because it is difficult to do something important (such as evaluate good teaching), is insufficient cause to abandon the effort (as have many administrators). This point is illustrated poignantly by the winner of the Robert J. Menges Award (best session), Peggy Weissinger (IU-Purdue-Indianapolis). What is more difficult to gauge and evaluate than critical thinking? In "Critical Thinking-Assessing What is Hard to 'See'," Weissinger points out that while we are urged "to build higher order learning into our classrooms," once we do so frustration results because the thinking process cannot be "seen." She delivers an explanation of, and assessment plan for, judging the quality of critical thinking skills.

Those academic administrators who have forsaken evaluating subjective aspects of the teaching/learning nexus because of its invisibility might profitably be required to attend this workshop. □MJS

## INSTRUCTIONAL RESOURCES FOR TEACHERS

### Women's Studies Resources

*Encompassing Gender: Integrating International Studies and Women's Studies* edited by Mary M. Lay, Janice Monk, and Deborah S. Rosenfelt. (Feminist Press, 2002, paper \$28.95). Website: [www.feministpress.org](http://www.feministpress.org)

In this anthology of more than 40 essays, scholars lead the way to a curriculum that reflects consequences of globalization. Knowing that one cannot simply "add" gender or international elements to curricula "and stir," these scholar-teachers promote the discovery of more diverse and global perspectives, through innovative approaches. The volume includes essays, course syllabi, annotated bibliographies and videographies, as well as novel teaching strategies and suggestions for a variety of international materials. It also includes an annotated list of websites. The contributors recommend both theoretical perspectives and specific strategies for teaching in many different kinds of classrooms. Accounts often speak candidly to the frustrations experienced and the strategies employed as they work to challenge traditional "us" and "them" asymmetries—both in the classroom and in the larger world. A number of the contributions originated from summer institutes sponsored by the Southwest Institute for Research on Women (SIROW). For course use in: area studies, cross-cultural studies, development studies, international studies, and women's studies.

*Women's Activism and Globalization: Linking Local Struggles and Global Politics* edited by Nancy A. Naples and Manisha Desai (Routledge, 2002, 288 pages paper \$24.95). Website: [www.routledge.com](http://www.routledge.com)

This collection of essays explores the complicated connections between local and transnational politics, showing the creative ways in which women from diverse localities challenge global inequalities. First person accounts and regional case studies provide a global view of women working in their communities for change. The essays examine women in urban, rural, and suburban locations to provide a better understanding of the common themes as well as significant divergences among women activists in different parts of the world. Contents include sections on "Organizing Across Borders," "Localizing Global Politics," and "Activism In and Against the Transnational State."

*Gender, Globalization, and Democratization* edited by Rita Mae Kelly, Jane H. Bayes, Mary E. Hawkesworth, and Brigitte Young (Rowman & Littlefield, 2001, 288 pages, \$26.95 paper). Web: [www.rowmanlittlefield.com](http://www.rowmanlittlefield.com)

In these essays, women's voices and experiences from around the world address issues of globalization and democratization. From the Comfort Women of Japan to the Mexican maquiladoras, from the debt-burdened African nations to the "new settler societies" of Oceania, the impact of globalization and uneven democratization yields gender dislocations. Essays chart these trends with original research, interviews and surveys, and theoretical perspectives. Sample chapters are "Gender and Social Implications of Globalization: An African Perspective;" "Mexico/U.S. Migration and Gender Relations;" and "Democratization: Reflections on Gendered Dislocations in the Public Sphere."

### From UN Publications

*Women Go Global* CD-ROM describes milestones in the efforts of the UN and the international women's movement to bring about greater gender equality. It offers extensive coverage of the four UN women's conferences from 1975-1995 (Mexico City, Copenhagen, Nairobi and Beijing), and discusses the role of the UN Commission on the Status of Women. Also includes a bibliography and hyperlinks to key web sites on women's issues, a list of country-based archives on women's history, and the profiles of more than 200 key persons in the global effort. Minimum Requirements: IBM PC with Windows or Mac system 7; 6 MB hard disk space. \$19.95.

Other UN publications on women include *World Survey on the Role of Women in Development*, an exploration of the increasing role of women in the development of society (96 pages, \$14.95) and *World's Women 2000*, the most complete description of women's conditions and contributions worldwide (200 pages, \$16.95).

Contact: UN Publications, Room DC 2-0853, Dept. 146, New York NY 10017; Web: [www.un.org/publications](http://www.un.org/publications); e-mail: [publications@un.org](mailto:publications@un.org); or for credit card orders call (800) 253-9646.



## Instructional Resources (cont.)

### *Other Global Issues Resources*

*When Smoke Ran Like Water* by Devra Davis (Basic Books, October 2002, \$26.00).

Environmental epidemiologist Devra Davis demonstrates the devastating effects of everyday pollutants in our environment by examining a range of modern day crises, including the fatal smogs of 1948 in Donora, PA and 1952 in London, current Southern California air pollution, the rising rates of breast cancer and male infertility, and much more. She reveals how the oil companies and auto manufacturers fought for decades to keep lead in gasoline, while knowing it caused brain damage, and documents many other such battles. Davis makes a strong case that our approaches to public health need to change. It has been called "the best book on the environment since *Silent Spring*" by John Topping, President of the Climate Institute, and the publisher states that "professors at Brown and Harvard have already assigned this to their students for courses in environmental studies and public health." The book has its own web page: [www.whensmokeranlikewater.com](http://www.whensmokeranlikewater.com). For an examination copy (\$10 processing fee), e-mail: [AcademicOrders@perseusbooks.com](mailto:AcademicOrders@perseusbooks.com); order through a secure server at [www.perseusbooksgroup.com/front.html](http://www.perseusbooksgroup.com/front.html) or call toll-free at (800) 386-5656.

*Globalizing AIDS* by Cindy Patton (University of Minnesota Press, 2002, 224 pages, paper \$18.95). Web: [www.upress.umn.edu](http://www.upress.umn.edu)

The author looks at the interaction between modern science, media coverage, and local activism during the AIDS epidemic, giving a critique of both the production of scientific credibility and the implementation of public health policy at the local level, and offers a reevaluation of how to think about AIDS and the reality of the disease. Both international scientific institutions and news organizations constructed a "place" for AIDS in the global imaginary: from the heart of Africa and gay bathhouses in San Francisco to the back streets of Southeast Asia and poverty-stricken Haiti. Such simplistic accounts helped recycle racist ideas about Africans and Asians, intensified homophobic views, and ignored the scientific and human reality of local experiences of the epidemic.

### *Simulation for International Relations Course*

The September 2002 issue of *PSOnline*, a teaching journal of the American Political Science Association, includes an article in its section on *The Teacher*, by G. Dale Thomas, University of West Florida, on "The Isle of Ted Simulation: Teaching Collective Action in International Relations and Organization." In the four-page article, Professor Thomas says he designed the simulation, and that it has been an effective teaching tool for a variety of issues including: collective goods and free riders; regimes and the effects of transparency; relative and absolute gains; constructivist approaches to international relations; rational choice models of decision making; and how the shadow of the future can engender cooperation in the present. He describes the simulation, which he says lasts 35-50 minutes, with few setup or materials requirements. It is a "turn-based simulation with each turn taking between two and five minutes." Detailed instructions are included in the article, and the author says it can be used for any level of college education. The article's appendix includes a list of discussion questions for a typical international relations and international organization class; a set of questions oriented toward rational decision making, probability, and expected value issues along with answers to these questions; a simulation sheet to reproduce and hand out to students, and a turn record sheet. Faculty who would like to consider using the simulation can contact Ann Levine in the FACDIS office ([alevine@wvu.edu](mailto:alevine@wvu.edu)) for more information.

### *The Globalist*

*The Globalist* is a daily online feature service on the global economy, politics and culture, with a variety of e-learning opportunities for students, and one original feature every day. "Framing the horizons of the global dialogue" and "Dedicated to democratizing global thinking" are how it describes itself. Students can register for free access. Features include short analytic stories about the global economy; quizzes; fact sheets on countries or on key global issues; and papers that examine a feature of the global political economy in depth. Well-worth looking into for your students. Visit website at: [www.theglobalist.com](http://www.theglobalist.com)

**NEWS \* NEWS \* NEWS \* NEWS \* NEWS \* NEWS \* NEWS \* NEWS**

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

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

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