



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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The John A. Maxwell
Scholar-Diplomat Program on
TRANSNATIONAL THREATS
Washington, D.C. - March 13-15, 2002

The three-day FACDIS Scholar-Diplomat programs, begun in 1993 and held annually in Washington, DC, have been a very successful addition to our professional development efforts for West Virginia faculty. The first six semi-annual programs examined key world regions in the rapidly-changing early and mid-1990s. Since 1997, we have held the program once a year in mid-March, and covered thematic issue areas like international organizations, environmental degradation, world trade, and genocide. This year the topical focus for our program became imminently clear after September 11, and we examined international security, terrorism, and transnational threats. Ten FACDIS faculty were selected to participate in this program.

This year's program, organized by FACDIS Assistant Director Ann Levine with assistance from Hannah Geffert (Political Science, Shepherd College), began with Barry Pavel, Principal Director for Strategy in the Office of the Deputy Under Secretary of Defense for Policy. His remarks helped provide the group with a better understanding of the issues in the area of defense policy and strategy, as he discussed the Defense Department's new approach to strategy in the wake of 9/11. After hearing from Pavel, the group went to the British American Security Information Council, where the director, Dr. Ian Davis, discussed trans-Atlantic responses to terrorism. The first afternoon concluded with a presentation from Michael Krepon, the founding president of the Henry L. Stimson Center, a think-tank which specializes in threat reduction and international security issues. Krepon spoke on "South Asian Security Issues."

On Thursday, the group started with a visit to the Center for Strategic and International Studies (CSIS), and two excellent speakers, Dr. Robert Orr, formerly the Deputy to the U.S. Ambassador to the UN spoke on "Building International Coalitions for International Security," discussing UN endeavors as well as other coalition-building efforts. He was followed by Michèle Flournoy, previously at the Department of Defense and the Institute for National Strategic Studies at the National Defense University. She is co-editor of the newly-published volume, *To Prevail: An American Strategy for the Campaign Against Terrorism* (CSIS Press, 2001). Along with several other new volumes, FACDIS purchased this book for each of the participants, and Program Co-Coordinator, Hannah Geffert has reviewed this book for the newsletter (see page 18 for review plus information on other preparatory reading materials provided to participants in this program).

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Scholar-Diplomat Program (continued)



Group in front of White House

The group next heard the U.S. State Department's view from Andrew Erdmann, member of the Policy Planning Staff, who was luncheon speaker. In the afternoon, we visited the Congressional Research Service of the Library of Congress, and heard from four specialists in the Foreign Affairs, Defense, and Trade Division. The specialists provided us with a number of CRS "Issue Briefs" on topics including "Terrorism, the Future, and U.S. Foreign Policy," "Terrorism: Near Eastern Groups and State Sponsors, 2002," and "Middle East: Attitudes toward the U.S." These briefs are prepared for members of Congress. Later that day, an especially effective speaker was Joseph Cirincione, Director of the Non-Proliferation Project at the Carnegie Endowment for International Peace. Interested faculty should go to the Project's web page at www.ceip.org/npp for much information on this topic.

On Friday the group visited one of the leading experts on biological defense issues, W. Seth Carus, a professor at the National Defense University on loan to the Office of the Vice-President. The group met with Dr. Carus at the White House Conference Center. Next, Geoffrey Dabelko of the Environmental Change and Security Project at the Woodrow Wilson International Center spoke on "Non-Traditional Threats to Security: Environment, Population, and Health," and the seminar closed with a free-wheeling and fascinating discussion with Paul Frandano of the CIA over lunch at the City Club. Paul Frandano was also a speaker in the 2000 program, and was willing to come back and speak off-the-record with our 2002 group.

This program received high marks from the faculty participants who evaluated it after our trip. One faculty member wrote: "I found this experience to be extremely valuable and it afforded me one of the few privileges that are available to me for enhancing my professional development and for engaging in off-campus scholarly activities." We hope such comments will encourage others of you to consider joining us for our trip next March (topic yet to be decided)! ■aml

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Group at White House Conference Center. Above, l-r: Mike Smith (Glennville State), Sophia Peterson (WVU), Mike Lilly (Bluefield State), Majed Khader (Marshall U.), Kwame Boateng (WV Wesleyan), Debra Hull (Wheeling Jesuit U.), Hannah Geffert (Shepherd College), Pat Ryan (Fairmont State), Goran Trajkovski (WVU-Parkersburg), Vijay Shah (WVU-P), Gary Arbogast (Glennville State).

FACDIS WORKSHOPS 2002

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

**November 7-8, 2002 (Thursday-Friday)
Lakeview Scanticon Resort, Morgantown, WV**

Focusing on:

- 1) role that media plays in shaping our perceptions**
- 2) language/culture perspective**
- 3) impact on political economy**
- 4) values/ethical perspectives**

Save these dates!

2002 UN INTERNATIONAL YEAR OF THE MOUNTAINS

To help celebrate 2002 as the UN-designated "International Year of the Mountains," FACDIS and The Mountain Institute (TMI) are cooperating to plan and host professional development opportunities for our state's teachers, held at TMI's learning laboratory in Pendleton County: The Spruce Knob Mountain Center. Programs will be held from July 28-August 2 and also from August 4-August 9, 2002.

The Institute will maintain a comparative approach as it focuses on topics such as: *Importance of Mountains, Natural Resources of Mountains, Mountain Peoples of the World, World Mountain Biospheres and Conservation, and Sacred Mountains*. The diverse and dynamic ecology of the Central Appalachian Mountain setting will serve as a laboratory for afternoon field trips to sites including West Virginia's highest peak, Spruce Knob, to nearby Indian artifact sites, and to a case study biosphere, Blister Swamp.

Full information on the program can be found on the FACDIS web page: www.polsci.wvu.edu/facdis. While the deadline has just passed, a few spaces remain in the program. Lodging, meals, all instructional costs, three hours of professional development graduate credit, and a stipend of \$100 is being offered. Please share this information with interested teachers!

PLANNING IYM CELEBRATIONS AND OBSERVANCES

We encourage all FACDIS faculty and institutions to consider how your institution, department, or international studies program can observe the UN 2002 International Year of the Mountains, to increase international awareness of the global importance of mountain ecosystems.

As one of the first local kick-off events, on Friday, April 12, The Mountain Institute hosted a reception and opening of the "Celebration of the People and Landscape of Mt. Everest" photo exhibit, and brief slide presentation in the Booth Library at Davis & Elkins College. This photo exhibit is available for loan throughout the state. To make arrangements for it to be on your campus, contact Alton Byers, Director, Research & Education, The Mountain Institute, 100 Campus Drive, Elkins WV 26241; phone (304) 637-1223 or email: abyers@mountain.org.

For more information on other activities and resources, visit the following web page sources of information:

- **Official UN Site:** <http://www.mountains2002.org/>
- **The Mountain Institute:** <http://www.mountain.org/>
- **The Mountain Forum:** On-line library, and extensive discussion lists. Go to: www.mtnforum.org

NEWS AND NOTES

David Bard (History, Concord College) was awarded the annual Faculty Merit Foundation's West Virginia Professor of the Year Award.

Michael Lastinger (Foreign Languages, WVU) was one of six recipients of the university-wide Outstanding Teacher Award, given by the WVU Foundation. Among many accolades, he was cited for his web-based French language and literature instruction resources, showcased on his web site: *Les Saucissons Chauds* at: <http://www.as.wvu.edu/mlastinger/saucis2.htm>

Devika Malhotra (Sociology, WVU-Parkersburg) received this year's Neil S. Bucklew Award for Social Justice. Chair of the campus Social Justice Committee, she also serves as WVU-P's academic diversity facilitator and initiated the campus Multicultural Awareness Coalition. Her commitment to facilitating cross-cultural understanding has also led her to spearhead many of WVU-P's efforts to further internationalize its curriculum.

West Virginia State College received funding from the Fulbright-Hays Group Projects Abroad program to conduct a 4-week seminar in Costa Rica involving 14 high school teachers and WVSC faculty from June 23-July 22. The group will travel to Costa Rica to learn about culture and develop curriculum materials, and will conduct a comparative study on sustainable economic development and environmental protection in West Virginia and Costa Rica. The project directors are **James Natsis** and **Gerry Beller**. Other FACDIS members who will participate in the project include: **Maude Brunstetter**, **Martin Japtok**, **Abainesh Mitiku**, **Carolyn Halstead**, and **Ann-Marie Evans**.

WVU-Parkersburg also received a Fulbright-Hays Group Projects Abroad grant for a 4-week seminar in Bulgaria in Summer 2002. **Emily Lamb** (English) is the project director. Fourteen faculty will travel to Rousse University in Rousse, to Sofia and to the Black Sea coastal areas of Bulgaria, to study the artistic, historic, technological and pedagogical contributions of Bulgaria, as well as to examine the contemporary issues of economics, agriculture, politics and engineering. FACDIS members, in addition to Emily, are **George Lamb**, **Devika Malhotra**, **Vijay Shah** and **Goran Trajkovski**. WVU-P President, **Erik Bitterbaum**, will also be a part of the study tour.

The three-year project between **West Virginia State College** and the **National University of Benin (NUB)** is nearly complete. The project, funded by the International Development Partnerships Activity agreement between the College Fund/UNCF and the US Agency for International Development, was initiated to develop a partnership between the libraries at the two institutions. **James Natsis** (International Affairs) and **Ravindra Sharma** (Drain-Jordan Library Director) recently returned from the final trip to Benin. During the project, NUB sent five librarians on two-month exchanges to WVSC, and WV State sent 3 librarians to NUB to learn about African libraries. The Drain-Jordan Library will open the Benin Special Collection Room during the **Third Annual Middle States African Studies Conference** on Saturday, June 22, 2002. Benin Ambassador **Cyrille Oguin** will be on hand for the special occasion, as will officials from the United Negro College Fund.

James Natsis (International Affairs, WV State) recently published *Learning to Revolt: The Role of Students in the National Movement in Colonial Tunisia* (University Press of America, 2002). The monograph looks at the independence movement during French colonial rule from the perspective of students who were major participants, and examines the relationship between Western education and the inception and development of a nationalist movement. The theoretical framework of this study is based on colonial educational policy and its resulting effects on conflict theory and alienation theory.

Annette Frey (Modern Foreign Languages, WV State) has created a web page, "Alphabet Soup," specializing in foreign language education and foreign language games for children of all ages. Includes resources for teachers and students, fun links, and research about language learning. Go to: <http://www.alphabetsoupfli.com>. (Opens better in Internet Explorer than in Netscape.)

At WVU, the on-going cultural exchange between the E.T.A. Hoffman Theatre in Germany and WVU's College of Creative Arts continued this year with a two-man production, *Robinson & Crusoe* (March 10-24). This marked the fifth and longest stay by members of the German theatre group to WVU. In addition to several evening performances, the visitors participated in other exchange activities. **Jurgen Schlunk** (German, WVU) has orchestrated this bi-cultural exchange program.

Foreign Language Workshop

"The European Union's Anti-Discrimination Policies" and "The Role of the European Youth in Combating Racism and Xenophobia" were the topics of a workshop held on the WVU campus on April 5 and 6. Over 50 faculty members, students and teachers from throughout the state participated in the program, sponsored by the WVU Department of Foreign Languages, the Goethe Institute-Washington, D.C., and the West Virginia Chapter of the American Association of Teachers of German (WV-AATG). Workshop leader was Ulrike Wisser, representative of the EU organization, "Career, Education, and Youth," which develops programs and organizes conferences for European young people, funded by the German government.

The workshop opened Friday evening with a reception sponsored by the WVU German Club. Ms. Wisser, who spent four months in 2000 in Morgantown with the Council of International Programs (CIP), started her presentation by explaining the European Union's policy against racism and xenophobia and by outlining the work of the European Monitoring Agency whose members study these issues in the EU countries. Two videos illustrated the attitudes towards minorities in Germany as well as good practices in fighting racism and increasing tolerance towards minorities.

On Saturday, participants learned about the special role of European youth in combating racism. After viewing and discussing a video on "Tolerance and Democracy," which was the topic of a youth conference recently held in Berlin, participants had the opportunity to experience prejudice towards foreigners first-hand in a role-playing situation as well as intercultural learning in small discussion groups. Ms. Wisser concluded the workshop by emphasizing the importance of intercultural learning among European young people, especially in the form of international exchanges, education, and training.

Thanks to Ms. Wisser's thorough knowledge of the subject, her low-key approach and skillful handling of the discussions, the participants not only gained new insights into racism and xenophobia in Europe, especially in Germany, but came away with the desire to learn more about the issue and hopefully to develop materials for their courses in a future workshop.

Submitted by Gertraud Irwin, Vice-President
WV-AATG

Conference at WVU on *Antisemitism and its Opponents in Modern Poland*: June 17-18, 2002

On June 17-18, 2002, WVU will host a conference on *Antisemitism and its Opponents in Modern Poland* for the presentation of individual contributions to an international collaborative research project of the same name. The conference is funded from a grant awarded to Robert Blobaum (History, WVU) by the National Council for Eurasian and East European Research, with support from the Eberly College of Arts and Sciences and the Office of International Programs at WVU. The project brings together fifteen leading experts from the U.S. and Poland in multidisciplinary team research of Polish-Jewish relations in the modern era, a topical area that remains one of considerable public controversy in present-day Poland and continues to have repercussions for Poland's relations with the outside world.

The June conference, which is open to the public, will address a variety of issues related to antisemitism in nineteenth and twentieth-century Poland—including the exclusion of Jews from Polish nation-building projects, the role of economic nationalism and ethnic competition among Poles and Jews in various occupations and trades, the derivation of negative images of Jews in Polish culture, and the continued existence of pre-industrial "religious" antisemitism in an otherwise modern society. The series began on April 3 at WVU with an address by Dariusz Stola of the Polish Academy of Sciences, entitled *Fighting Against the (Polish-Jewish) Shadows: The Anti-Zionist Campaign of 1968 and its Aftermath*.

The two-day conference in June will be held at the Clarion Hotel Morgan. Details can be found on the History Department's web site. Go to: www.as.wvu.edu/history and click on this Collaborative Research Project.

Professor Blobaum will present his research at 10 am on Monday, June 17, on "Criminalizing the 'Other': Crime, Ethnicity and Antisemitism in Early Twentieth Century Poland." Other presenters on Monday are Theodore Weeks (Southern Illinois University), Keely Stauter-Halsted (Michigan State University), Brian Porter (U. of Michigan), William Hagen (U. of California-Davis), and Konrad Sadkowski (University of Northern Iowa), and on Tuesday, Szymon Rudnicki (Warsaw University), Katherine Jolluck (Stanford University); Janice Holc (Loyola College), and Stephen Corrsin (Wayne State U.) For more information, contact Robert Blobaum by e-mail at Robert.Blobaum@mail.wvu.edu or by phone at (304) 293-2421 x 5241.

As the World Turns: Title VI and the Resurrection of the International Studies Program at Wheeling Jesuit University

David P. Kilroy, Title VI-A Program Director, Wheeling Jesuit University

After years of gradual decline, the International Studies Program at Wheeling Jesuit University reached a point of crisis in 1997. The number of majors had fallen steadily since the heady days following the program's inception in the early 1990s. A number of the founding faculty had moved on to other jobs and, for this reason and others, many of the INS courses listed in the catalog were no longer offered. The nadir came in spring 1997 when the program had only two majors, both of whom were seniors and one of whom failed to meet the necessary requirements to graduate! The INS major at WJU was in critical condition and only major surgery could save it.

Joe Laker (History), Mike Snarr (Political Science), and I took on the role of surgeons. In consultation with faculty members from Modern Languages, Business, Social Science, and representatives from our administration, we plotted a course of action. First, we created a new leadership structure. Snarr and I became co-directors of the program (sharing administrative duties and course releases), and we created an interdisciplinary INS committee to provide input on curricular and program development. Secondly, we increased the profile of the program (e.g. new website and promotional literature) and we linked it with a revamped and high profile study abroad program. Finally, we decided to overhaul the curriculum. We developed new core requirements, created a two-track option for the major (humanities or social science), and removed the dead wood from the available list of electives.

The idea of applying for a U.S. Department of Education (D.O.E.) Title VI-A grant grew out of these efforts. As an interdisciplinary major, INS has always relied on the budgets of affiliated departments to provide funding for the program. It became clear that in order to increase the profile of International Studies at Wheeling Jesuit and to expand and enhance the list of course offerings we needed funds of our own. The more we learned about Title VI, the more enticing it became as a solution to our funding problems. One of a number of funding opportunities in higher education offered by the International Education and Graduate Programs Service at the Department of Education, Title VI-A, is specifically designed to promote faculty and program development in international studies and modern languages. Each year a number of grants are awarded to promote undergraduate education in these areas at a variety of institutions across

the country, from community colleges to large state schools to consortia and everything in between. The grants range from approximately \$40,000 to \$150,000 a year for two years (there are three-year projects for consortia), with the receiving institution committing to match these annual sums.

We began our quest for a Title VI grant by reviewing successful proposals from other institutions. Mike Snarr also sat in on one of the Title VI program director's meetings, held annually at the International Studies Association Convention, and Snarr and Joe Laker traveled to Washington, D.C., to meet with Christine Corey, the Director of the Title VI-A program. Only when we were clear as to the D.O.E.'s expectations did we proceed with our application. It is certainly not a task to be undertaken lightly. Including appendices, our proposal, modest by the standards of some of the others, ran to one hundred and twenty pages. For those of you who, like myself, are 'mathematically challenged,' it should be noted that the submission includes a detailed budget of proposed expenditures and matching costs. The more expertise you can bring to the table in drawing up a proposal the better.

We submitted our application in fall 1999 and received notice of funding the following spring. Our grant went into operation on July 1, 2000, and we are now in our second and final year of the endeavor. While it is not unusual for extensions to be granted on Title VI grants, we are hopeful that our project will be completed by the impending deadline of June 30, 2002. Overall, despite the headaches and hiccups along the way, I think I can safely say that our Title VI grant has been worthwhile and successful. It is one of the key reasons why our international studies program is so much healthier today than it was five years ago.

The main focus of our grant has been to strengthen INS through faculty and course development. Over the course of two years we have funded faculty efforts to develop eight new courses and revise four others. Some of the new/revised courses are in fields with a traditional presence in INS (social science, modern languages, literature), while others are in fields that on our campus offered little, if any, global perspective before the grant (psychology, communications, fine arts, physical therapy). All of the grantees were required to work with off-campus mentors, to attend two campus workshops on

culture and linguistics respectively, and to travel to a conference relevant to their respective courses. The grant not only led to the creation of twelve new or revised courses for the International Studies major, but it energized the grant faculty (many of whom had no prior connection with the program), and strengthened their commitment to promote INS as a major or a minor. Grant monies have also enabled the INS program to build up a library of videos, maps, books, and CD-Roms that are available for all faculty teaching INS courses to use in the classroom.

The grant has helped to make international studies more visible at WJU. Using Title VI money, we organized an international studies speaker series on campus. Over the last two years we have brought in eight speakers on a variety of subjects, including the collapse of Yugoslavia, the International Criminal Court, Amnesty International, refugees and immigration, Islam and U.S. foreign policy, and Falun Gong. These events have been very well attended, and they received wide exposure from the local media. As part of our outreach efforts under the grant, we are currently organizing a one-day workshop in May for area high school and college teachers entitled "Global Perspectives in the Classroom." All of the grant faculty will be presenting on how to inject international perspective into their respective disciplines and areas of expertise.

For those of you who might be thinking about applying for a Title VI grant, you should know that, at least in our experience, the results are rewarding. You should also know, however, that many things, both major and minor, can and will go wrong. We have hit some major bumps in the road over the last two years. Our biggest problem has been personnel turnover. We lost a major figure from our grants office soon after we decided to pursue a Title VI grant, our administration experienced a complete overhaul in the first year of the grant, and that year *also* saw the departure of Mike Snarr, the main instigator behind the grant and the original director, to Wilmington College.

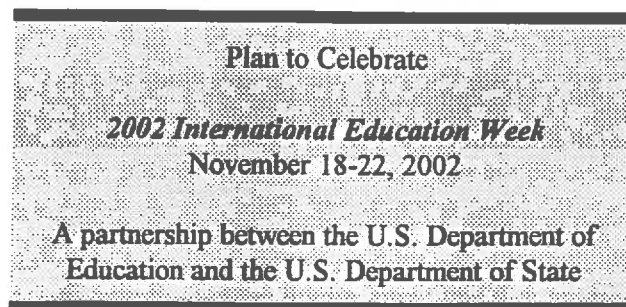
We have had speakers cancel in the wake of 9/11, eleven energetic faculty members outperform one lethargic colleague, bills get 'lost' in the business office, and plans get tied up in the bureaucracy. But overall the highlights have easily outshone the darker moments.

While you can never plan for all contingencies, there are some things you can do to maximize your chances of success with a Title VI grant and to reduce the stress involved in administration:

- Learn the system and study proposals from successful applicants.
- Contact Christine Corey at the DOE, and let her know you are interested in applying.
- Build a good team on your campus.
- Work closely with the grants or business office in drawing up the grant.
- Make sure you have the support of your administration.
- Recruit a good outside evaluator for the grant. Our evaluator has been a fantastic asset.
- Be prepared for plenty of paperwork!

Five years after the near death of the INS program, things look decidedly healthy on our campus. We have thirteen international studies majors and six minors. Of the six seniors graduating this year, four have already been accepted into graduate programs at major research institutions. Although INS remains in budget limbo (we expect that to change next year), last year the administration created a \$15,000 annual budget to promote faculty development and student participation in the study abroad program. The administration also approved for the first time this year a \$1,000-a-year scholarship for the INS major. Our first recipient will be coming to campus next fall. The curriculum is richer and more interdisciplinary than it was five years ago, and INS has a noticeable presence on campus. Thanks in a large measure to Title VI, those somber days of spring 1997 now seem a distant memory.

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Global Economics And The State Of West Virginia: Are We Preparing Our Youth?

Guest Editorial by James J. Natsis
Coordinator, International Affairs Office
West Virginia State College

A mountainous, land-locked state, West Virginia has relied primarily on the coal industry over the years as the main economic engine. This attitude has changed in recent years as the state looks increasingly to the promotion of its burgeoning tourist industry, and to opportunities abroad, both in terms of foreign investment in the state and export markets. This is clear in Governor Bob Wise's "Economic Development Plan." Governor Wise sets forth a plan that sets high priority on international aspects as is evident in the following extracts:

Investing in our People Our most Valuable Resource

8. Prepare our Children for the Jobs of the Future

"Encouraging students to learn foreign languages and to learn about other cultures so our children can compete and communicate in the global economy."

Investing in New Jobs by participating in the Global and Technology Driven "New Economy"

7. Raise the Bar for our Colleges and Universities

"I will challenge our colleges and universities to focus even more of their resources and efforts on attracting students interested in emerging fields, providing technology-related curriculum and programs and establishing more high-tech research partnerships with private industry and entrepreneurs. I also will ask them to expand programs to attract international students to build an educational and cultural bridge for our global focus."

In recent years, foreign investment has increased throughout the state and West Virginia trade offices have opened in Japan, Taiwan and Germany. According to the WV Development Office, as of 2000, 75 foreign firms have invested in West Virginia, employing 35,000 workers. Although these efforts may at first seem impressive, other recent figures depict a more sober image. For example, the latest US Census Survey shows West Virginians less likely to speak a foreign language than residents of any other state.¹ The survey found that 98% of West Virginians only spoke English. That's the highest rate for any state and well above the average of 82%. This comes as no surprise upon analysis of the latest figures released by the WV Higher Education Policy Commission. According to the commission, among the 2,200

students (public and independent institutions combined) who completed an approved teacher certificate program in 1999-2000, only 16 specialized in foreign languages—and of those 16, eight took Latin. Moreover, of the total certificates and degrees conferred for all academic areas of study, undergraduate and graduate, public and independent institutions combined, only 84 of 14,031 were for Foreign Language and Lit/Letters (see table, page 9). Although many may argue that English is fast becoming the global *lingua franca*, and of course this is true to some extent, according to *Time Global Business* (November 2001), "Native English speakers are, in fact, fast becoming a minority in the marketplace. In the U.S. alone, 18% of the population speaks a language other than English at home, according to the 2000 Census. In California, the world's sixth largest economy, the figure is nearly 40%. And on the internet, it's a Tower of Babel. Only 48% of the world's Web users are native English speakers, down from 77% in 1997. By the end of 200? the figure will drop to 32% according to Aberdeen Group, a tech-research company in Boston."²

The state has had limited success in attracting new immigrants. According to the census figures, in spite of an overall increase in population nationwide, the percentage of Hispanics residing in West Virginia has gone virtually unchanged in the past 10 years and remains below 2%.

In spite of these obvious shortcomings, one recent initiative is encouraging. Department of Education and the Arts officials were so impressed with the international baccalaureate program at South Charleston High School, the only such in the state, that they provided grants for teachers to attend an introductory conference in Pittsburgh in December to learn more about international curriculum development. "The international component in education is very much needed because if we're going to have a global society, students need those skills," stated Jay Cole, deputy education secretary. The type of program offered at South Charleston High School "could ultimately be an economic tool," Cole added. "It would be a great selling point to get businesses to come here."³

(Continued on next page)

West Virginia Certificates and Degrees Conferred

1999-2000 (Public & Independent)	Foreign Language	Total
Certified Teacher Program	16	2,200
Certificates and degrees conferred (undergrad & grad)	84	14,031

The ability to compete in an increasingly competitive global market will determine the future of economic development in the state. Much of this will depend on West Virginians' understanding of economic, social, political, cultural, and linguistic practices of not only neighboring nations, as well as individuals of diverse ethnic backgrounds living in the U.S., but even nations far

removed geographically. The state must thus invest in its educational institutions to meet these needs.

- ¹ *Charleston Gazette*, August 11, 2001.
- ² *Time Global Business*, "Selling in Tongues," November 2001, B12-B17.
- ³ *Charleston Gazette*, October 24, 2001

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UPCOMING MEETINGS AND OPPORTUNITIES OF INTEREST

Middle States African Studies Association. June 19-21, 2002. WV State College, Institute, WV. Theme: *The Global Legacy and Application of the Vision of Booker T. Washington: Science, Technology and Education*. Contact: Dr. C. Stuart McGehee, Chair, Department of History, 307 Hill Hall, Campus Box 162, WVSC, Institute, WV 25112-1000; Phone: (304) 766-3240; Fax: (304)766-5186; Email: mcghest@wvsvax.wvnet.edu

World Association for Case Method and Application 19th International Conference. June 30-July 3, 2002. Mannheim-Heidelberg, Germany. Theme: *Interactive Teaching and Learning in a Global Context*. Sponsored by WACRA. Phone: (781)444-8982; Fax: (781)444-1548; Email: wacra@msn.com; web: www.wacra.org

World History Association (WHA) 11th Annual International Conference. August 15-18, 2002. Seoul National University, Seoul, Korea. For further information visit the web site at: <http://www.thewha.org>

American Sociological Association (ASA) Annual Meeting. August 16-19, 2002. Chicago, IL. Theme: *Allocation Processes and Ascription*. For further information contact: ASA, 1722 N. St., NW, Washington DC 20036. (202)833-3410; web: <http://www.asanet.org>

American Political Science Association (APSA) Annual Meeting. August 29-September 1, 2002. Boston, MA. For further information contact: APSA, 1527 New Hampshire Ave., NW, Washington DC 20036; (202)483-2512; web: <http://www.apsanet.org>

22nd Annual Lilly Conference on College Teaching: November 21-24, 2002, Miami University, Oxford, OH The International Alliance of Teacher Scholars (IATS) sponsors annual and regional teaching conferences. They are retreats that combine workshops, discussion sessions, and major addresses, with opportunities for informal discussion about excellence in teaching and learning. Internationally-known scholars join new and experienced faculty members/administrators from all over the world to discuss teaching and learning topics ranging from using technology to cooperative learning. Proposals are due July 1. If you cannot attend the national Lilly Conference at Miami University, check their website for information about their six regional conferences and annual summer institute (July 11-13, 2002 in Ashland, OR). Visit website at: <http://www.muohio.edu/lillycon/> or contact Melody Ayn Barton at (513) 529-6648; e-mail: lillyconference@muohio.edu

***Authority in Contention: Interdisciplinary Approaches.* August 14-15, 2002.** University of Notre Dame, South Bend, IN. Workshop will be organized into thematic sessions that focus on various types of state and non-state authority structures, including: religions/denominational structures; corporate entities; civic/community associations; mass media; cultural/lifestyle producers; legal/judicial entities; transnational bodies; local/regional governments; transitional states. Registration fee is \$25.00. Ten travel awards of \$100 will be awarded, as will 10 lodging awards of \$100. Individuals may apply for *both* awards. For information and an application visit the website: <http://www.nd.edu/~dmyers/workshop>

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

One-Day Seminar: *Comparative Regionalism: The European Union and MERCOSUR* May 15, 2002 at the University of Pittsburgh

This seminar for college faculty will compare two organizations at different stages of development on their regional integration efforts. The European Union, often considered the model for regional integration, has progressed to the point of instituting a common currency. MERCOSUR, or the Southern Common Market, is a young organization, yet in a short period of time it has achieved success at integration in Latin America that surpasses all previous efforts. Unfortunately, its development may be delayed by the current economic crisis in Argentina.

The presenters of the workshop will focus on both the similarities and the common characteristics of the European Union and MERCOSUR. It will commence with an introduction of regionalism in general and a brief description of the EU, MERCOSUR, and other organizations that represent different types of regionalism. The second session will look at the two organizations in terms of their economic integration, touching on common currency and institutional responses to financial crises. The next session will compare the institutions of the two organizations, including the historical context that led to each organization's development. After lunch, the workshop will conclude with a discussion of the future of regionalism in a globalizing world.

Finally, the participants will have the opportunity to see a demonstration of a web based International Trade Data Mining System, currently under development by two graduate students at the University of Pittsburgh.

Seminar topics will include:

- Introduction to Regionalism
- Economic Issues and Challenges
- Institutional Comparison: Structure and Organization
- Future of the European Union and MERCOSUR
- Demonstration of Web-based International Trade Data Mining System

The Center for West European Studies/European Union Center, the Center for Latin American Studies, and the International Business Center at the University of Pittsburgh invites faculty applicants from the tri-state area.

Registration Information: Please email Steve Salas at salas@ucis.pitt.edu with the following information by Wednesday, May 1, 2002: your name, college or university, your department, mailing address. There is no registration fee for this event and lunch will be provided.

PAWSS 2002 Summer Faculty Institute in Amherst: *American Hegemony in International Perspective*

The 18th annual Five College Program in Peace & World Security Studies (PAWSS) Summer Faculty Institute on World Security Affairs will be held June 11-14, 2002, at Amherst College in Amherst, MA. The Institute theme is *American Hegemony in International Perspective*.

Approximately 35 faculty will be accepted to participate in the Institute, designed to provide college and university faculty with an intensive exposure to current research and analysis on a significant theme or problem in international security. The 2002 program seeks to deepen understanding of the international implications of US hegemony in the 21st century. The topics of hegemony, imperialism and globalization in historical perspective will be considered.

The Institute will consist of a series of formal lectures and panels followed by extensive question-and-answer periods. Time will also be allotted for small-group discussions on special topics of interest.

The Institute is open to all college and university faculty members. There is a registration fee of \$100, which will cover housing, most meals, and general Institute costs. On-line registration and schedules at: <http://pawss.hampshire.edu/faculty/institute/2002>

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. Consider this opportunity strongly! **Application deadline: May 15, 2002.**

For further information contact: Kurt Mills, PAWSS, Hampshire College, Amherst, MA 01002; Phone: (413) 559-5367; Fax: (413) 559-5611; Email: pawss@hampshire.edu

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (cont.)

Workshop: *Maximizing Study Abroad:* May 2-4, 2002 in Minneapolis, Minnesota

This special workshop will give study abroad program coordinators/advisors and language instructors involved with facilitating study abroad opportunities background information and a set of tools designed to improve their students' language and culture learning strategies. Participants will be engaged in a variety of experiential activities, group discussions, and presentations on relevant theory and research. The cost of the workshop is \$135 which includes instruction, a copy of each of three guidebooks in the "Maximizing Study Abroad" series, and dinner on Thursday night. Complete information can be obtained by visiting the web site at: <http://carla.acad.umn.edu/studyabroad/information.html>

Innovations in Collaboration: A School-University Model to Enhance History Teaching, K-16

The American Historical Association, the Organization of American Historians, and the National Council for the Social Studies plan jointly to sponsor in June 2003 a national history conference, "Innovations in Collaboration: A School-University Model to Enhance History Teaching, K-16." All history educators, and especially those involved in an ongoing collaboration, are invited to submit a proposal explaining how their endeavors have resulted in more compelling teaching and learning that is reflected in multiple measures of higher student achievement. Topics that might be addressed in a 60-minute or a 90-minute session include: *Enhancing teaching in ways that connect students to the discipline of history; Building learning communities and networks dedicated to connecting K-16 educators; Grounding the teaching of American history in a global context; Profiling professional development models that strengthen the teaching of United States and world history; Using the study of history to develop the understandings, skills, and democratic character essential to civic engagement.* **Deadline for submitting a completed proposal is July 15, 2002.**

The conference is tentatively scheduled for June 26-28, 2003, in the metropolitan Washington, DC area. For more information, contact Program Committee Chair, Michael Wildasin through e-mail at michaelwildasin@earthlink.net.

Conference: *The Human Rights Challenge of Globalization in Asia-Pacific-US: The Trafficking in Persons, Especially Women and Children* November 13-15, 2002, Honolulu, Hawaii

This international conference is presented by the Globalization Research Center-University of Hawaii-Manoa and co-sponsored by the East-West Center.

Trafficking in human beings is modern slavery, the underside of globalization. In Asia, a recognized "supply" and "demand" zone for trafficked persons, the practice is fed by economic disparity, materialism, the low status women and girls, corruption, lax law enforcement, and is tied to global criminal economies.

This conference aims to bring together knowledgeable stakeholders in Asia-Pacific-US with an action-oriented mandate to provide concrete tools for governments to more effectively prevent trafficking. The practical focus of the conference will be to monitor progress and evaluate implementation strategies of two important international initiatives: 1) *The Asian Regional Initiative Against Trafficking in Women & Children (ARIAT)* and 2) *The Anti-Trafficking Protocol of the UN Crime Convention*. Target Audience: NGOs, enforcement/legal/immigration officials, researchers, intergovernmental advocates, government/law and other committed persons.

All interested participants can email traffick@hawaii.edu for registration information. Abstract deadline is May 15, 2002. For program information and abstract guidelines including: abstract submission instruction, suggested topics, and abstract submission form, visit the web site: <http://www.globalhawaii.org/PDF/trafficking.htm>

CIBER Globalization Seminars: June 6-9, 2002 at the University of Memphis

Seminars are designed to help business faculty bring international context into the classroom and to expand teaching and skills. Participants may register for one of the following seminars: *Introduction to International Business, International Finance, Global E-Business, International Management or International Marketing*. Three bonus workshops will be offered concurrently on Sunday morning, June 10th: *Research Workshop, Teaching Workshop, or Grant Opportunities*. (Choose one.)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (cont.)

Program fee is \$1195 by April 26, 2002 or \$1395 thereafter. The seminar fee includes instruction, materials, hotel accommodations for three nights and most meals. A limited number of \$500 fellowships are available for those who register by April 26, 2002. For more information contact: Wang Center for International Business, University of Memphis, 220 Fogelman Executive Center, 330 Deloach Street, Memphis, TN 38152-3130; Fax: (901) 678-3678; E-mail: jtutor@memphis.edu; Web: <http://www.people.memphis.edu/~wangctr/ibus.htm>

CIBER Workshop for Language Faculty and Professionals at Ohio State in Columbus: June 17-19, 2002

Designed for language faculty interested in learning more about business concepts as well as the ways in which business students are often taught. Topics include: *Overview of the Business Curriculum and International Business Theory; Teaching Students Using the Case Method; Integrating Business Topics into the Language Curriculum; Regional Business Environments: Comparisons and Contrasts; Best Practices in Business Language; Engaging the Business or professional school on your campus.*

Registration for the workshop is \$300 and includes instruction, materials, and some meals. Transportation, lodging and dinners are not included. Lodging available at The Blackwell, the college's new executive hotel, located within the complex [866-247-4003]. **Registration deadline: May 15, 2002.** For information contact: Melynda Benlemlih, Asst. Director for Programs: Phone: (614) 292-3208; E-mail: benlemlih.120@osu.edu or register at: <http://fisher.osu.edu/ciber/Faculty/finaflp.html>

Content-Based Language Teaching through Technology (CoBaLTT)

The purpose of this program is to provide intensive professional development that will help world language teachers use technology in the classroom to enable students to meet challenging standards. Authentic content-based lessons and units that motivate students to become proficient with their language skills and more knowledgeable about content, be it related to an academic discipline or to a cultural theme, will be created. Twenty-four world language teachers (including postsecondary teachers, FLES, middle and high school world language

teachers and immersion teachers) will be selected to participate in a summer institute and three two-day workshops throughout the year that will focus on content-based language instruction (CBI). The specific topics of the program include CBI curriculum development, CBI teaching strategies, making the best uses of technology, creating authentic tasks that meet national and state world language standards, and measuring student proficiency with the language through performance-based assessment. These opportunities are supported by the US Department of Education's Language Resource Center Program.

Supporting the CoBaLTT professional development program and offering learning opportunities and practical tools, the CoBaLTT Web Resource Center provides a virtual "treasure trove" for teachers interested in content-based language instruction. Still under development the Resource Center currently features the "WebQuest" developed for the technology component of the professional development program. The Resource Center also offers the completed CoBaLTT lessons and units developed by the 1999-2000 cohort of teachers and many created by the 2000-01 cohort are also available on-line. The remaining lessons/units developed by the 2000-01 group will soon be added to the site, as well as those of the current cohort once they have been completed. Post-secondary instructors of German who visit the web site will find, for example, a lesson that explores the development of identity by German-speaking minorities in the Austrian context. Lessons or units for other languages and immersion settings can also be found at the site.

CARLA is currently inviting applications for the upcoming CoBaLTT professional development program for 2002-2003. The summer institute for this program will take place from June 24-28, 2002, at the University of Minnesota. Three two-day workshops will take place November 8-9, 2002, February 7-8, 2003 and April 11-12, 2003.

Application deadline: April 29, 2002. For additional information and an application form, go to: <http://carla.acad.umn.edu/cobaltt>

Other Foreign Language Summer Institutes

The National K-12 Foreign Language Resource Center at Iowa State organizes Summer Institutes for teachers and teacher educators. Summer Institutes 2002 include:

PROFESSIONAL DEVELOPMENT OPPORTUNITIES (cont.)

Action Research in Foreign Language Education will be held June 27-July 3, 2002 at Iowa State University. Registration fee of \$100. Grant funds pay on-campus lodging, transportation from the Des Moines airport to Ames, and institute materials. **Note: Participants pay for their own meals, airfare, and graduate credit.**

Latin America in the Classroom: Thematic Units for Use in Spanish/Social Studies Classes will be held at the University of Wisconsin-Milwaukee, July 18-20, 2002. This summer institute is designed to give participants an understanding of selected Latin American historical and cultural themes, as well as strategies for incorporating into thematic units for their classrooms. Cost is \$100 per person, which includes lodging (arranged on campus), registration, and institute materials. **Note: Participants pay for their own meals, airfare, and graduate credit.**

Integrating Technologies in the Foreign Language Classroom will be held at Iowa State in Ames, Iowa August 9-17, 2002. \$100 registration fee. Grant funds pay on-campus lodging, transportation from the Des Moines airport to Ames, and institute materials. **Participants pay meals, airfare, and graduate credit.**

Deadline to apply for above institutes is April 30, 2002. Contact: NFLRC, N131 Lagomarcino Hall, Iowa State University, Ames, IA 50011; Phone: (515) 294-6699; Email: nflrc@iastate.edu; web: <http://www.educ.iastate.edu/nflrc>

Center for Language Education & Research at MSU

The Center for Language Education & Research (CLEAR) at Michigan State University sponsors several 2002 summer institutes for foreign language faculty. For further information and applications contact: CLEAR, A712 Wells Hall, Michigan State University, East Lansing, MI 48824-1027; (517) 432-2286; Email: clear@msu.edu; Web: <http://clear.msu.edu/>

Teaching Writing in the Foreign Language Classroom: June 17-19, 2002. Workshop will cover several areas of foreign language writing instruction. It will begin with a general discussion of how writing fits into a general skill foreign language class and the role it plays in meeting the National Standards for Foreign language Teaching. There will also be some focus on essay writing. Cost: \$175.

Using Communicative Activities in a Grammar-Based Curriculum: June 20-22, 2002. Workshop will show teachers how to create activities that allow students to use language communicatively, to motivate students and foster an atmosphere of greater target language use, while still covering the grammatical structures. Cost: \$175.

Promoting Student Motivation and Interest in Foreign Languages: June 25-28, 2002. Workshop will focus on introducing ideas for overcoming the challenge of motivating students in the language classroom. Topics will include the use of language games, the teaching of culture, and establishing authentic audiences for class projects. Cost: \$200.

Basic Web Pages for Late Bloomers: July 9-12, 2002. This workshop is for language teachers with some computer skills who want to learn how to make web pages. Using web editing tools, participants will create a web site incorporating existing web resources and participants' own materials. Cost: \$200.

Beyond Web Pages: July 15-19, 2002. It is expected that participants have a web site and have the ability to access the web site via FTP. Designed for language teachers who want to take their technical skills to the next level. Cost: \$225.

Putting Flash into Your Course: July 22-26, 2002. Intended for teachers with experience in creating and editing computer-based media. The basics of Flash will be covered, followed by the application of templates to create interactive multimedia for learning. Cost: \$225.

Materials Development Marathon: Creating Online Communicative Activities from Start to Finish: July 29-August 2, 2002. This five-day workshop will begin with a hands-on tutorial of current Internet tools and exploration of CALL methodology, and work up to designing online communicative activities and task-based online projects. Teachers will work together to create a set of pedagogically sound online materials directed at different skills and proficiency levels. Cost: \$225.

Stipends to cover program costs, accommodation, and partial travel costs are available for most participants. **Application deadline: May 17, 2002.**

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

Fulbright Scholar Program for Teaching and Research Abroad through CIES

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 2003-2004 Fulbright grants in research and university lecturing abroad. Awards include more than 1,000 grants in research and/or lecturing for periods ranging from 2 months to a full academic year. There are opportunities in 130 countries and, in some instances, the opportunity for multi-country research is also available. Fulbright awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply. Each year grantees come from approximately 500 US colleges/universities.

Requirements include US citizenship, PhD or equivalent, and teaching experience. Benefits include round trip travel for grantee and, for most awards, one dependent; maintenance allowance; tuition allowance for school-age children; and book/baggage allowances. Application deadline of August 1 for research or lecturing grants to all world areas.

Other deadlines are in place for special programs: Fulbright Alumni Initiatives Award program (Deadline June 1); Fulbright Distinguished Chairs Program (Deadline May 1); Spring/summer seminars in Germany, Japan and Korea for international education and academic administrators as well as for the summer German studies seminar (November 1).

CIES also provides funds through the **Occasional Lecturer Program** to cover the round-trip travel costs of Fulbright Visiting Scholars invited to US colleges and universities and local communities for short-term guest lecturing visits. Institutions wishing to host a Fulbright Scholar should: 1) Contact the Visiting Scholar (US address in directory); 2) The Visiting Scholar must submit to CIES a formal letter of invitation from the host institution, along with dates of travel and approximate cost of round-trip economy airfare, at least one month before the visit is to take place; 3) The Fulbrighter will be reimbursed for a maximum of \$750 for travel to college/university. A Visiting Scholars Directory can be accessed on the web at: <http://www.cies.org>

Three new pilot programs have been added to the traditional Fulbright Scholar Program. The **Fulbright Senior Specialist program** provides short-term grants—from two to six weeks—for US faculty and professionals in a variety of disciplines. There is a rolling deadline, and applicants may apply at any time during the year. The **New Century Scholars Program** brings together an international group of 30 to 35 top US and overseas academics to examine a major transnational theme and work on an issue of global significance (October 1 deadline). The **Alumni Initiatives Program** is designed to help Fulbrighters sustain both ongoing contacts and institutional partnerships resulting from Fulbright experiences abroad.

For more information contact: Fulbright Scholar Program, Council for International Exchange Scholars, 3007 Tilden Street, NW, Suite 5L, Washington, DC 20008-3009; Phone: (202) 686-7877. Web: <http://www.cies.org>; Email: scholars@cies.iie.org

Smith Richardson Foundation Junior Faculty Research Grant Program

The Smith Richardson Foundation's International Security & Foreign Policy Program holds an annual competition to support junior faculty research on American foreign policy, international relations, international security, military policy, and diplomatic and military history. The Foundation will award at least six one-year research grants of \$60,000 each to support tenure-track junior faculty engaged in research and writing of a scholarly book on an issue or topic of interest to the policy community. Grants are intended to buy-out up to one year of teaching time and to underwrite research costs, and are paid to the academic institution where applicant works.

Applicants must have a PhD, preferably in political science, public policy, policy analysis, political economy, or history. **Application Deadline: June 3, 2002.** For more information: Junior Faculty Research/International Program, Smith Richardson Foundation, 60 Jesup Road, Westport, CT 06880; Phone: (203) 222-6222; Fax: (203) 222-6282; Web: <http://www.srf.org/>

Jennings Randolph Program for International Peace Senior Fellowships

The U.S. Institute of Peace invites applications for ten-month senior fellowships in its Jennings Randolph Program for International Peace in Washington, DC. Approximately 12 fellowships will be awarded to scholars working on projects concerning international conflict and peace issues. The program attempts to match the recipient's earned income during the year preceding the fellowship. **Deadline: September 16, 2002.** Contact: Jennings Randolph Program for International Peace, 1200 17th Street, NW, Suite 200, Washington, DC 20036-3011; Phone: (202) 429-3886; Fax: (202) 429-6063; E-mail: jrprogram@usip.org; Web: www.usip.org

The Bernadotte E. Schmitt Grants for Research in African, Asian, or European History from AHA

The American Historical Association offers modest grants to support research in the history of Africa, Asia, and Europe. Grants are intended to further research in progress and may be used for travel to a library or archive, for microfilms, photography, or photocopying. Preference will be given to those with specific research needs, such as the completion of a project. Preference will also be given to junior scholars. Applications are available online. **Deadline for applying is September 16, 2002. Only AHA members are eligible to apply.** For more information contact: AHA, Schmitt Grants Coordinator, 400 A Street SE, Washington, DC 20003-3889; Phone: (202) 544-2422, ext. 104; E-mail: fshaugnessy@theaha.org; Web: <http://www.theaha.org/prizes/schmittapp.htm>

ACLS/SSRC/NEH International Fellowships

The ACLS/SSRC/NEH International and Area Studies Fellowships, sponsored jointly by the American Council of Learned Societies and the Social Science Research Council, provide approximately ten fellowships to support scholars doing humanities and humanities-related social science research on the societies and cultures of Asia, Latin America and the Caribbean, and sub-Saharan Africa. The fellowships are for 6-12 months, and are intended as salary replacement to help scholars devote such time to full-time research and writing. **October application deadline.** For more information contact: Office of Fellowships and Grants, American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398; Fax: (212) 949-8058; E-mail: grants@acsls.org; Web: www.acsls.org/pstdguid.htm

Woodrow Wilson International Center

The Woodrow Wilson International Center for Scholars awards approximately 20-25 nine-month fellowships annually. The primary themes are: 1) governance, including such issues as the key features of the development of democratic institutions, democratic society, civil society, and citizen participation; 2) the US role in the world and issues of partnership and leadership; 3) key long-term future challenges confronting the US and the world. Priority will be given to proposals related to these themes. **Application deadline is October 1, 2002.** For further information contact: Scholar Selection and Services Offices, Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300 Pennsylvania Avenue, NW, Washington, DC 20004-3027; Phone: (202) 691-4170; Fax: (202) 691-4001; E-mail: fellowships@wwic.si.edu; Web: <http://www.wilsoncenter.org>

Council of American Overseas Research Centers Fellowships for Advanced Research

The Council of American Overseas Research Centers (CAORC) announces a fellowship program for advanced regional research. The program is funded by the U.S. Department of State/Educational and Cultural Affairs. It is anticipated that eight awards of up to \$6,000 each, with up to an additional \$3,000 for travel, will be given to scholars who wish to carry out research on broad questions of multi-country significance in the fields of humanities, social sciences, and related natural sciences in the following countries: Tunisia, Morocco, Egypt, Jordan, Turkey, Israel, Yemen, India, Pakistan, Bangladesh, Sri Lanka, Cyprus, Senegal/West Africa, Italy, and Greece. Preference will be given to candidates examining comparative or cross-regional questions requiring research in two or more countries. **Application deadline is December 31, 2002.** For more information contact: The Council of American Overseas Research Centers (CAORC), Multi-Country Program, Smithsonian Institution, NHB Room CE-123, MRC 178, 10th Street and Constitution Avenue, NW, Washington, DC 20560-0178; Email: caorc@caorc.si.edu; Web: <http://www.caorc.org/pages/Cpages/caorcus.htm>

Library of Congress Fellowships in International Studies

The Library of Congress Fellowships in International Studies are residential fellowships to support research in the humanities and social sciences using the foreign language collections at the Library of Congress. Approximately ten fellowships will be available for four to nine months each, with a stipend of \$3,000 per month. During the fellowship period, scholars will be expected to be engaged in full time research at the Library. Applicants must demonstrate the need for use of the Library of Congress foreign language holdings. **November 1** application deadline. For more information contact: American Council of Learned Societies, 228 East 45th Street, New York, NY 10017-3398; Phone: (212) 697-1505; Fax: (212) 949-8058. Web: <http://www.acls.org>

East European Studies Short-Term Grant

With funding provided by Title VIII (Soviet and East European Research and Training Act), East European Studies offers short-term grants to scholars having particular need for the library, archival, and other specialized resources of the Washington, DC area. This program is limited to American citizens (or permanent residents) at the advanced graduate and post-doctoral level. Short-term grants provide a stipend of \$100 per day for one month (for a maximum of \$3,000). This residential program requires visiting scholars to remain in the Washington, DC area and to forego other professional obligations for the duration of the grant. No office space, however, is provided. Closing dates are **December 1, March 1, June 1, and September 1**. For more information, contact East European Studies at One Woodrow Wilson Plaza, 1300 Pennsylvania Ave., NW, Washington, DC 20004-3027. E-mail: kneppm@wwic.si.edu; Web: <http://www.wilsoncenter.org/ees>

American Councils for International Education Research Fellowships to Eastern Europe

American Councils for International Education (ACIE) announces the Central, Eastern, and Southern Europe Research Scholar Program. The program offers fellowships to scholars from the US to conduct research for three to nine months in Bulgaria, Czech Republic, Slovakia, Hungary, Macedonia, Poland, Romania, Albania, Moldova, and the Baltic States. Fellowships provide round trip travel from the US to the host city, a

living stipend, housing, insurance, and academic affiliations. Applicants must be either US citizens permanent residents in one of the following fields: humanities, social sciences, literature and linguistics, and area studies. American Councils has partnerships and affiliations with more than 140 Eurasian and East and Central European institutions which facilitate placement of scholars at universities and institutes throughout the region. Applications are accepted on a rolling basis. For more information contact: American Councils for International Education, East-Central Europe Research Scholars Program; Phone: (202) 833-7522; Email: outbound@actr.org; web: <http://actr.org>

Civic Education Project

The Civic Education Project (CEP) is dedicated to assisting democratic reform by cooperating with higher education institutions in Central and Eastern Europe and former Soviet Union. CEP collaborates on the selection and placement of Visiting Lecturers, who commit to teach and perform outreach activities for a minimum of one academic year.

CEP has been involved in international education since 1991, when it began sending lecturers to Central-Eastern Europe and Eurasia in an effort to reform higher education systems. CEP began its first year with 15 Fellows in the former Czechoslovakia, and today Fellows are teaching in over twenty-two countries. Approximately 20,000 students participate in CEP courses each year, in fields such as economics, European studies, history, human rights, international relations, law, political science, public administration, and sociology.

Faculty, advanced graduate students and professionals in American studies, economics, education, European studies, history, international relations, law, political science, public administration, public policy, psychology, sociology and social work are eligible. Must have some prior teaching experience; and have an interest in Central/Eastern Europe and Eurasia.

Application deadline: **February 15, 2003**. For more information, visit the CEP at <http://www.cep.org.hu> or contact: Civic Education Project, 1140 Chapel Street, Suite 2A, New Haven, CT 06511; Phone: (203) 781-0263; Fax: (203) 781-0265

Canadian Studies Grant Programs

The Canadian government sponsors grant programs designed to promote teaching and research in Canadian Studies and to increase appreciation of things Canadian. Several programs are available: individual research, faculty enrichment/course development, student and faculty fellowships, program enhancement. The Canadian government is particularly interested in projects that focus on current Canada-US relations and Canada's place in North America. Priority topics include trade, economic, and business issues, environment, natural resources, national and international security, Canadian values and culture, and communications.

The **Faculty Enrichment Program** provides faculty members with an opportunity to develop a course with substantial Canadian content that will be offered as part of their regular teaching load, or as a special offering to select audiences in continuing and/or distance education. Especially welcome is the use of new internet technology to enhance existing courses, including the creation of instructional websites and interactive technologies. Over the past three years, applicants have had a 54% success rate. Candidates should be able to demonstrate that they are already teaching, or will be authorized to teach, courses with substantial Canadian content (33% or more). The application deadline for this course development program is **October 31, 2002**.

Other grant programs and 2002-2003 deadlines include **Research Grant Program** (September 30, 2002), **Graduate Student Fellowship Program** (October 31, 2002), **Program Enhancement Grant** (June 17, 2002), **Conference Grant Program** (June 17, 2002), and **Senior Fellowship Program** (every other year deadline; next deadline is June 16, 2003). West Virginia is assigned to the Canadian consulate in Buffalo.

For more information contact: Ms. Kerry Mitchell, Consulate General of Canada, 3000 Marine Midland Center, Buffalo, NY 14203-2884; Phone: (716) 858-9581; Fax: (716) 852-4340; E-mail: kerry.mitchell@bfalo01.x400.gc.ca; or Canadian Embassy, Academic Relations Office, 501 Pennsylvania Avenue, NW, Washington, DC 20001; Phone: (202) 682-1740; Fax: (202) 682-7791; Email: philippe.premont@dfait-maeci.gc.ca. Further information from the education section of the Embassy's web site: www.canadianembassy.org

Rotary Foundation Grants for University Teachers

Grants provide support for higher education faculty to teach in low-income countries (per capita GNP of U.S. \$6,200 or less). Applicants may be retired, and need not hold (or have held) a specific rank. Grants available for up to ten months. Application is made through the local Rotary Club. Contact local Club for more information. Club deadlines are usually set between April and August for following year awards. Local Rotary Club sends applications to Rotary Foundation by October 1. Go to: http://www.rotary.org/foundation/educational/un_teach/

Gilman International Scholarships for Study Abroad

This is a relatively new opportunity for undergraduate students who wish to study abroad. *Applicants must be currently receiving a federal Pell grant.* The funding will cover a portion of the total costs associated with studying abroad. Funding is for a semester or an academic year, and study may not be conducted in a country that is currently under a travel warning issued by the U.S. Department of State or Cuba.

The program is administered by the Institute for International Education (IIE) through its Southern Regional Office in Houston, under a grant from the U.S. Department of State's Bureau of Educational and Cultural Affairs. The Gilman International Scholarship will provide up to \$5,000 for undergraduate students at 2-year and 4-year institutions who have limited financial means to pursue overseas study.

Total funding for the Gilman Program was \$1.5 million in its first year, 2001-2002. The Program was established under the International Academic Opportunity act of 2000, authored by then House International Relations Committee Chairman Benjamin A. Gilman (R-NY).

Please encourage your students to look into this new opportunity, which should be of great help for young West Virginians with financial need to study abroad.

Deadline Note: For study in fall or the entire academic year, applications deadline is **March 15**. For study in the spring, the application deadline is **October 1**.

For more information see <http://www.iie.org/gilman>.
E-mail: gilman@iie.org

RESOURCES FOR TEACHERS: BOOK REVIEWS

To Prevail: An American Strategy for the Campaign Against Terrorism (CSIS Press, 2001) is the result of a collaborative effort by the Center for Strategic and International Studies (CSIS). A task force of regional scholars, terrorism experts, military representatives, intelligence analysts, and former policy makers were brought together to develop a coherent and comprehensive response to the events of September 11. Multiple drafting sessions and rigorous debates were engaged in by the task force participants. The result of their work is a highly intelligent and readable book focusing on the medium- and long-term implications of the current terrorist threat.

This timely and thoughtful book is a good starting point for developing an understanding of the challenge terrorism presents for American national security. It opens with a chapter reflecting on where the nation was on September 10, 2001 and how the events of September 11th were a turning point in the nation's history. The authors bring to the attention of the reader that more Americans died on 9/11 than during the Civil War Battle of Antietam, and that the "strategic surprise" of the attack was greater than that against Pearl Harbor.

The work then offers a wide variety of practical recommendations about what can and should be done to respond to the current challenge. The task force's suggestions range from strengthening law enforcement and intelligence, reviving foreign assistance, enhancing public diplomacy, rebuilding failed states to sustaining a sense of American purpose. Strategies tailored for key regions of the world - South Asia, the Middle East, Europe, Russia, Central Asia, the Caucuses, Africa, East Asia, and the Americas -- are included. Four basic questions are covered in this section:

What is the regional context in which September 11 attacks occurred?

What is the threat of terrorism in the region?

What is the United States likely to ask of the leading states in the region over the long term?

And, how is the region likely to respond to such request?

The basic conclusion of the volume is that the years ahead will be among the most difficult in the history of the nation but that it is absolutely imperative that the United States and its allies prevail in the campaign against global terrorism. To accomplish this, a prolonged campaign on a wide variety of fronts will need to be fought. The

authors state that global terrorist networks will need to be destroyed, that states that sponsor terrorism will need to be punished until they stop such support, that international norms and actions against terrorism will need to be enhanced and that the underlying conditions which cause terrorism need to be addressed.

The two appendixes in *To Prevail* are valuable. They included a very useful compendium of major international terrorist organization with descriptions and activities of each group, and a selection of public addresses made on or after September 11, 2001 by President George W. Bush, Secretary-General Kofi Annan, Mayor Rudolph Giuliani, Prime Minister Tony Blair, and Senator John McCain.

Kurt Campbell and Michèle Flournoy are the principal authors of *To Prevail*. Kurt M. Campbell is senior vice president at CSIS and director of its International Security Program. Michèle A. Flournoy is senior adviser in the Center for Strategic and International Studies International Security Program.

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CSIS Press, November 2001. 416 pages. To order: Contact US Naval Institute Operations Center, 2062 Generals Hwy., Annapolis MD 21401; toll-free (800) 233-8764. \$18.95 plus \$4.00 shipping/handling. Or \$13.27 from Amazon.com, plus shipping and handling.

Other books provided for the 2002 Scholar-Diplomat Program on *Transnational Threats* include:

Nye, Joseph S., Jr. *The Paradox of American Power: Why the World's Only Superpower Can't go it Alone*. New York: Oxford University Press, January 2002. (Hardcover. Amazon price: \$18.20 plus shipping)

Hoge, James F. and Gideon Rose, editors. *How Did This Happen: Terrorism and the New War*. New York: PublicAffairs, a Division of Perseus Books Group. November 2001. (Paperback. Amazon price \$11.20)

Conca, Ken and Geoffrey Dabelko, eds. *Green Planet Blues*. 2nd edition. Westview Press, 1998. (Includes section on Environmental Security.) Contact Westview toll-free at (800) 386-5656 for exam copy for professors for classroom consideration. \$10 per book. See web at: <http://www.westviewpress.com/order.html>

RESOURCES FOR TEACHERS: Book Reviews (cont.)

Wilson's Ghost: Reducing the Risk of Conflict, Killing, and Catastrophe in the 21st Century. By Robert S. McNamara and James G. Blight. Cambridge, MA: Public Affairs. 2001. (Amazon.com price: \$16.80)

McNamara and Blight's *Wilson's Ghost* is a work that may be of interest to a variety of people concerned about the ever increasing levels of violence and death that sadly marked international relations during the twentieth century. This work is essentially a treatise decrying this trend, and calling on the leaders of the world to take particular steps that the authors believe are necessary if we hope to ameliorate this devastating phenomenon.

The authors begin by outlining the unprecedented scope and impact that the horrors of war had in the last century. They then declare two imperatives that must be dealt with, a moral imperative that the leaders of the world must commit themselves to avoiding such levels of destruction in the future, and a multilateral imperative. The latter calls for the United States to use its power unilaterally only in the event of an attack on the 50 states. The authors fear that unilateral American actions abroad are increasing the levels of tension and mistrust in the world with potentially apocalyptic consequences.

The authors also propose a three point "revolutionary agenda" that they feel must be adopted if the human race hopes to avert seeing the extraordinary death rates of the last century exceeded in the current one.

McNamara and Blight vividly make their point about the need to stop the patterns of slaughter that occurred in the recent past. By their count 160 million people died in violent conflict in the last century, 100 million of whom were civilians. Both numbers are far greater than the numbers of deaths seen in earlier centuries. McNamara and Blight are obviously deeply moved by these losses and firmly believe in a moral need to respond, to not let such things happen again. Several portions of the text include direct quotations by Secretary McNamara relating to his service in government during the Kennedy and Johnson administrations. Most of these either convey his personal regret over the loss of life experienced during the Vietnam War, or register his distress over the potentially catastrophic results of a clash between the great powers. He is clearly committed to making a case that this level of violence in the world should not be accepted, and states must act to see that such events do not happen. That is the essence of the book.

Toward that end the authors propose that three steps must be taken to ensure a safer world. First, Russia and China must be full partners in global decision making. In McNamara and Blight's words they should be "brought in from the cold". Great power conflicts must be avoided. Secondly, the world must sincerely resolve to end communal killing. Finally, nuclear weapon stockpiles should be further reduced and eventually eliminated. The almost incomprehensible calamity that would result from a nuclear conflict would violate all the moral principles that the authors think the world's leaders have a duty to pursue.

The efficacy of these proposals can be debated, as can the likelihood of their adoption. But that is really the whole point. The political structure of the globe today resembles the period following World War I in some important ways, and like that time period, the United States has to make some extremely important choices about the nature of its core values in foreign affairs, and the patterns of behavior it will find acceptable. McNamara and Blight feel that Wilson failed his challenge, partially because of his strongly unilateral approach to policy. Now that the world is in flux again they believe that pursuing more multilateral policies is key to creating a more peaceful world. And the authors note that a failure to capitalize on the new opportunities in international relations that have been created with the end Cold War has already had extremely negative effects. For example, from 1990-1995 5.5 million people were directly killed in war.

This book could be a valuable addition to classes dealing with international relations. It makes a number of interesting points about great power relations, and it makes some excellent points about the limited utility of nuclear weapons. But the manner in which it would probably be most valuable would be as a text to include in courses dealing with morality, ethics and human rights in international affairs. It cogently argues a point of view that could be an appealing topic for discussion. And, in the reminiscences of Secretary McNamara, it shows the perhaps surprising intensity with which elite decision makers grapple with these subjects when setting state policy.

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