



THE WEST VIRGINIA FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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FACDIS RECEIVES GROUP PROJECTS ABROAD GRANT TO CHINA AND JAPAN

As part of our outreach commitment to public school education in West Virginia, FACDIS is delighted to report that we have received notification from the US Department of Education that we have been awarded a grant of \$64,000 for a six-week summer study-travel tour of China and Japan for 12 public school educators in our State. Last October FACDIS submitted a grant to the Fulbright-Hays Group Projects Abroad program -- the same agency that funded the 1986 study-travel tour of China for 16 FACDIS faculty members. This new grant proposal was an outgrowth of the FACDIS-sponsored 1987 Summer Institutes for Public School Teachers on Modern China and Modern Japan. Fifty-five West Virginia teachers attended these institutes at Marshall University and West Virginia University -- and were the pool of teachers from whom we solicited applications for the current Group Projects Abroad grant.

Dr. Sophia Peterson, Co-Director of FACDIS, and Dr. Jack Hammersmith (History, WVU) are co-directors of the project, and Dr. Hammersmith will be the Group Leader for the six-week study tour. Eleven public school teachers and Dr. Barbara Jones, Social Studies Coordinator for the West Virginia Department of Education, will join Dr. Hammersmith for departure on June 26.

The major purpose of this trip is to develop the competence of public school teachers about Modern China and Japan across a broad range of social, economic and political areas. All teacher-participants in the trip will undertake significant revision of their classes and will each develop an instructional module on a topic relating to China and/or Japan. Dr. Barbara Jones of the WV Department of Education will assist the teachers in planning their class revision and module development, and undertake the statewide dissemination of the modules and other information from the tour to teachers and schools throughout West Virginia.

In a competitive application process, 11 highly qualified and dedicated teachers have been chosen to participate in this exciting project. The teachers are from Cabell, Kanawha, Monongalia, and Ohio counties. (cont. on page 2)

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The group of teachers will meet in Morgantown from May 26-29 for a China-Japan Orientation Seminar to further prepare for the trip. The seminar will be staffed by Dr. Jonathan Lipman of Mt. Holyoke College (whom some FACDIS members may remember as a Workshop consultant in our 1986 Annual Workshops); an expert on East Asian art from the University of Pittsburgh; and Professor Ding Shu-lin, currently at Gettysburg College. (Professor Ding was a Visiting Scholar from China at West Virginia University in 1987-88, and visited and lectured at nine other FACDIS institutions.)

The first month of the 6-week trip will be spent in China. From June 27-July 8 the group will attend lectures at Beijing Normal Univ. in Beijing, and the next two weeks will be spent traveling within China to visit major historical and cultural sites. From July 26-Aug. 7, the group will be in Japan. One week will be spent touring Japan and one week will be spent attending lectures in Tokyo.

To our knowledge, no previous group of West Virginia public school teachers of this size has ever had the opportunity for such long term, intense professional development. FACDIS is proud to have received this grant and thus further implement our long-term plan of cooperation between higher education and public school education in the vital area of international education.

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HELP! LOBBY YOUR LEGISLATORS TO BENEFIT INTERNATIONAL EDUCATION

FACDIS is currently engaged in another project to further our plan of cooperation between higher education and public school education (see above.) The West Virginia Department of Education has included a request for \$34,000 in its budget request to the State Legislature for the coming year as part of their Improvement Package to enable FACDIS to offer two-week summer institutes on an international topic. These summer institutes, to be called International Studies Summer Institutes for Teachers, will be offered annually at both West Virginia University and Marshall University, for a total of 50 public school teachers every summer. FACDIS has already offered summer institutes to 93 teachers who attended our 1987 Summer Institute on China and Japan and our 1988 Summer Institute on the Arab Middle East. These institutes were funded by foundations, corporations, and the US Department of Education. After two years' experience, we have developed a highly successful model which has received very positive evaluations from the participating teachers.

If state funding is approved for the institutes, teachers will be recruited from throughout the state to apply for the summer programs. The teachers would receive: 1) 75 hours of class time for lectures, audio-visual presentations and demonstrations of teaching materials; 2) six hours graduate credit (tuition waivers provided); 3) free lodging and most meals; and 4) free teaching resources. If funding is received, FACDIS has already made plans for the 1989 Summer Institute to be on the topic of "Global Issues: The Environment and Human Rights." The very best faculty and staff have been recruited from throughout the U.S. for the institute. (continued on page 3)

FACDIS Office: Dr. John Maxwell, Co-Director, Dept. of History, WVU (293-2421)
Dr. Sophia Peterson, Co-Director, Dept. of Political Science, WVU (293-7140)
Ann Levine, FACDIS Admin. Asst., Dept. of Political Science, WVU (293-7140)

REQUEST FOR ASSISTANCE (cont.)

If you value FACDIS' efforts in increasing opportunities for the enhancement of international education in all areas of education in West Virginia, we would appreciate it very much if you would kindly write to your area legislators before the State Budget is debated to urge them to support the budget request for the International Studies Summer Institutes for Teachers. If you wish additional information on this project, contact Ann Levine in the FACDIS office (293-7140).

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FACDIS FACULTY AND INSTITUTIONS: NEWS AND NOTES

WEST VIRGINIA STATE COLLEGE presented an important conference on "Globalization of Business in the 1990's: Opportunities and Threats for West Virginia Businesses" on February 15, 1989 at the Charleston Marriott Town Center. The purpose of the conference was to focus discussion on the specific problems and benefits of doing international business from West Virginia. The program featured business experts from around the world who shared their experience and expertise to help West Virginians prepare for the coming decade. FACDIS member DONALD DARNTON (Business Administration, WV State) was instrumental in organizing this conference and obtaining the cooperation of such organizations as The West Virginia Export Council, the International Trade Administration, the Governor's Office of Community and Industrial Development, and the Institute for International Trade Development. West Virginia business and economic leaders as well as faculty and students attended this very important conference.

WEST VIRGINIA INSTITUTE OF TECHNOLOGY sponsored a special program featuring Dr. Haydee Lopez, a physician and international public health specialist from Chile, who spoke on the topic "Health Care and Your Constitutional Rights: Who Lives and Who Dies?" on November 3, 1988. Dr. Lopez works as a promoter of participatory health care projects in the shanty towns of Santiago, Chile, where she educates lay health workers in the basics of primary health care, health rights awareness, and community organizing. This program was part of a series of campus and community programs on "The Constitution and Our Rights."

Kassie Neou, a former Cambodian teacher and prisoner of the Kampuchean communists, made a presentation at MARSHALL UNIVERSITY's Center for International Studies on November 28, 1988. Neou was an English teacher in Phnom Penh. In 1975, when the Kampuchean communists defeated forces of the Khmer Republic, the communists entered Phnom Penh, separated the city and forced everyone to leave. Neou escaped the Kampuchean campaign against intellectuals by first taking on the identity of a peasant, then a taxi driver.

ART BARBEAU (History, West Liberty State College) has been chosen by the American Association of State Colleges and Universities (AASCU) as a participant in the 1989 AASCU Japan Studies Institute. The Institute, "Incorporating Japanese Studies into the Undergraduate Curriculum" will be held from June 19-July 14 at San Diego State University. Only twenty-two participants were chosen in a nation-wide competition. The aim of the institute is to help undergraduate teaching faculty who are not Japan specialists to expand their knowledge of Japanese culture/history so that an understanding of Japanese issues becomes broadly diffused in the undergraduate curriculum in the US.

(SEE LAST PAGE OF NEWSLETTER TO SEND US INFORMATION FROM YOU AND YOUR CAMPUS!)

FORTHCOMING PROFESSIONAL MEETINGS AND SPECIAL CONFERENCES/WORKSHOPS

1989

- Feb. 28-Mar. 5 National Conference on Peacemaking and Conflict Resolution(NCPCR), MONTREAL. Theme: "Taking Stock & Moving Forward: Today's Vision for a Peaceful Future." For information contact: NCPCR, George Mason Univ., 4400 University Dr., Fairfax, VA 22030.
- March 3-4 "Women and Development: Focus on Latin America, Africa, and US Minorities." SUNY-Albany (NY). For information contact: Prof. Chris Bose, Inst. for Research on Women, SUNY/Albany, Albany, NY 12222; (518) 442-4670.
- March 12-15 "Women and Peace: An International Conference," Univ. of Illinois at URBANA-CHAMPAIGN. For information contact: Golie Jansen, Secretary, Conference Planning Committee, School of Social Work, Univ. of Illinois, 1207 W. Oregon, Urbana, IL 61801.
- Mar. 30-Apr. 1 8th Annual Conference on Languages for World Business, Eastern Michigan Univ., YPSILANTI, MI. For information contact: Conference on Languages for World Business, World College, 307 Goodison Hall, Eastern Michigan Univ., Ypsilanti, MI 48197.
- April 5-8 Annual Meeting of American Society of International Law, CHICAGO. Theme: "Respect for International Law in the 1990s." Contact: American Society for International Law, 2223 Massachusetts Ave., NW, Washington, DC 20008-2864; (202) 265-4313.
- April 5-8 Popular Culture Conference, ST LOUIS, MO. Focusing on the popular culture of Europe, Latin America, and Caribbean. For information contact: Helen L. Ryan, Dept. of Modern Languages, Olin Hall 304, Univ. of Akron, Akron, OH 44325.
- April 7-8 Conference on "Multicultural Education: Preparing Students for Life in a Global Village," Centenary College, HACKETTSTOWN, NJ. For information on this interdisciplinary, across-the-curriculum conference on the principles/practices of multicultural studies: Dr. Norman Muir, Chair, Conf. Planning Committee, Centenary College, Hackettstown, NJ 07840; (201) 852-1400.
- April 7-8 Development Education Workshop, Michigan St. Univ., E. LANSING, MI Purpose of workshop is to enhance individual skills and to encourage collective efforts for a coalition for development education. Will assist participants in preparing action plans for development education programs in their communities/regions. WORKSHOP PROGRAM IS FREE TO THOSE APPLICANTS SELECTED FOR PARTICIPATION (includes program, meals and lodging). For more information contact: Doris Scarlett, CASID, 306 Berkey Hall, Michigan St. Univ., E. Lansing, MI 48824; (517) 353-5925.
- April 9-10 8th Annual Conference on the Holocaust, MILLERSVILLE, PA For further information contact: Dr. Reynold Koppel, History Dept., Millersville Univ., Millersville, PA 17551.

MEETINGS (cont.)

- April 11-15 International Council on Francophone Studies, NEW ORLEANS, LA. For further information contact: Maurice Cagnon, Dept. of French, Montclair St. College, Upper Montclair, NJ 07043; (201)893-4283.
- April 14-16 Faculty Workshop: "The European Community: Looking Towards 1992," Univ. of Minnesota, MINNEAPOLIS, MN. For further information contact: Michael S. Steinberg, Institute of European Studies, 223 W. Ohio St., Chicago, IL 60610-4196; (312)944-1750.
- Apr. 21-23 & 28-30 "Arctic to Amazonia: Impacts of Development on Indigenous Lands." AMHERST, MA and BURLINGTON, VT. Sessions planned for consecutive weekends. For further information contact: Barbara Cummings, c/o Luce Food Programs, Hampshire College, Amherst, MA 01002; (413) 549-4600, ext. 624.
- April 26-28 "Educating for Peace: Realities, Rights and Responsibilities," WASHINGTON, DC. For further information contact: Council for the Advancement of Citizenship, 1724 Massachusetts Ave., NW, Suite 300, Washington, DC 20036; (202) 857-0580.
- May 19-21 Annual Meeting of Society for Cultural Anthropology, WASHINGTON, DC Theme: "Challenges to the Concept of Culture." For further information contact: Naomi Quinn, Dept. of Cultural Anthropology, Duke Univ., Durham, NC 27706; (919) 684-5012.
- May 19-21 "An American Forum: Teaching for the 21st Century," ATLANTA, GA. (See Nov. 1988 FACDIS NEWSLETTER, p. 4). This major national conference focusing on global education at all levels will offer notable speakers and over 60 workshops. For information contact: The American Forum for Global Education, 45 John St., Suite 1200, New York, NY 10038; (212) 732-8606.
- May 24-25 Inaugural Conference of the European Community Studies Association. Theme: "The European Community in the 1990s," FAIRFAX, VA. For information contact: Desmond Dinan, Dept. of History, George Mason Univ., 4400 Univ. Dr., Fairfax, VA 22030; (703) 323-2244.
- May 25-29 15th Congress of the International Society for Intercultural Education, Training, and Research (SIETAR), BOSTON, MA. Theme: "Intercultural Relations: Realities and Rewards." For further information contact: SIETAR International, 1505 22nd St., NW, Washington, DC 20037; (202) 296-4710.
- June 18-21 16th Annual International Health Conference, ARLINGTON, VA. Theme: "Toward a Healthier World: International Policies and Strategies." For information contact: Conference Department, National Council for International Health, 1701 K St., NW, Suite 600, Washington, DC 20006.
- July 10-14 Annual Meeting of the American Association of Teachers of French (AATF), PARIS, FRANCE. For further information contact: AATF, 57 E. Armory Ave., Champaign, IL 61820; (217) 333-02842.

SUMMER OPPORTUNITIES FOR FACULTY

PAWSS Annual Summer Institute on US-Soviet Relations - June 12-16, 1989

The Five College Program in Peace and World Security Studies (PAWSS) will again sponsor a Summer Faculty Institute on Soviet-American relations, held at Hampshire College in Amherst, MA. The subject for 1989 is "Gorbachev, Eastern Europe, and the 'Nationalities Question'." This intensive one-week conference is designed to consider how Mikhail Gorbachev's policies of glasnost and perestroika are contributing to and are threatened by radical change in Eastern Europe and the non-Russian republics of the Soviet Union. Will entail presentations by noted authorities in the field, plus extensive group discussion. The institute is subsidized -- room and meals provided, and scholarship support may be available to cover the modest registration fee. (In the past three years the only cost to participants was travel to Amherst.) Professor Michael Strada (Political Science, West Liberty) attended in 1988. See his report on this Institute on pages 10-11. PAWSS states that it welcomes inquiries from FACDIS faculty.

For application information contact:

Michael Klare, PAWSS Program, Hampshire College, Amherst, MA 01002;
(413) 549-4600, ext. 563.

Summer Institute for Curriculum Improvement in International Development Studies

This institute, sponsored by the Center for Advanced Study of International Development (CASID) at Michigan State University is a three-phase program for undergraduate teaching faculty in the social sciences and humanities who are interested in enhancing the Third World development content of their courses. The Institute is designed to provide individual and small-group assistance as each participant designs a new course, revises an existing course, or prepares an international development module for a relevant course. Phase I of the program takes place on the campus of MSU for 8 days from June 11-June 17. Phase II will take place between June 19 and September 15 as each participants works at his/her home institution to prepare the actual course syllabus and related materials. He/she must spend 3 additional days on the MSU campus (at the convenience of participant and his/her adviser, and can be done immediately following Phase I). Phase II involves final course preparation, implementation, and evaluation, and takes place during 1989-90 academic year. GRANT FUNDING PROVIDES ALL PROGRAM FEES, PLUS UP TO 12 NIGHTS LODGING ON THE MSU CAMPUS. CASID states they would welcome a West Virginia contingent of faculty participants! Applications, which are due by MONDAY, MARCH 20, are available from:

Doris Scarlett, CASID Program Coordinator, 306 Berkey Hall, MSU, East Lansing, MI 48824-1111; (517) 353-5925.

Institute for World Affairs - Three 1989 Summer Sessions

The Institute for World Affairs in Salisbury, CT announces its 65th year of summer seminars on issues of international importance. These seminars are designed for professionals, scholars and students, and each session will explore contemporary issues of major international importance. PARTIAL TUITION SCHOLARSHIPS ARE AVAILABLE. (Fees include tuition, lodging/meals.)

NATO AT 40 (June 25-July 1): \$300.00 (Scholarship deadline: April 15)

HOW DO DIPLOMATS NEGOTIATE (July 9-22): \$600 (Scholarship date: May 15)

THE INTERNATIONAL FINANCIAL SYSTEM (July 30-Aug. 19): \$990 (June 15)

For more information and application forms contact: William E. Schaufele, Director, Inst. of World Affairs, Salisbury, CT 06068; (203) 824-5651.

SUMMER OPPORTUNITIES (cont.)

Research Seminar in Nicaragua - June 18-July 1, 1989

The Latin American Studies Association (LASA) Task Force on Scholarly Relations with Nicaragua will conduct its 5th two-week field research seminar for Spanish-speaking LASA members in Nicaragua this summer. Seminar is designed to introduce established Latinamericanists and graduate students to some of the variety of institutions, people, resources, protocols, and methods for studying Nicaragua and doing research there. The entire cost of the seminar, including living expenses, in-country transportation, round trip group airfare from Mexico City will cost \$1200 per person. The 1988 deadline was May 1. For further information contact Co-Coordinator of seminar: Prof. Thomas W. Walker, Dept. of Political Science, Ohio Univ., Athens, Ohio 45701; (614) 593-4376/4372.

11th Annual Quebec Summer Seminar - June 7-13, 1989

This annual seminar, organized by the Center for the Study of Canada at SUNY-Plattsburgh will be held in Montreal and Quebec City from June 7-13. The purpose of the Seminar is to provide faculty at American institutions of higher learning with current and accurate information concerning the social, economic, cultural and political life in contemporary Quebec. The program will assume costs for lodging, some meals, in-province transportation, some cultural events and tours. A registration fee of \$250 will be charged. All full-time academics who can demonstrate that the information acquired at the Seminar will be used to improve and enrich their courses are eligible to apply. Approximately 30 will be selected. **BACKGROUND IN CANADIAN STUDIES NOT REQUIRED.** Application deadline: March 31. For further information contact: Quebec Summer Seminar, Center for the Study of Canada, SUNY-Plattsburgh, Plattsburgh, NY 12901; (518) 564-2086.

2nd Annual Ontario Summer Seminar - August 9-15, 1989

The Center for the Study of Canada at SUNY-Plattsburgh will also organize this summer program for American academics to be held at the University of Toronto from August 9-15. Similar to the above program, but focuses on Ontario. Lectures, discussions, travel in Ontario, and a strong social and cultural program will be provided. Program will cover costs for lodging, some meals, in-province transportation, materials, cultural events and tours. A registration fee of \$275 will be charged. Academics who can use the information to enrich their courses are eligible, and 25 will be selected. **NO BACKGROUND IN CANADIAN STUDIES REQUIRED.** Application deadline: March 31. For further information contact: Ontario Summer Seminar, Center for the Study of Canada at address and phone above (see Quebec Seminar).

East European Summer Language Institute (EESLI) at University of Pittsburgh

The fourth EESLI will be sponsored by the Univ. of Pittsburgh and held at Chatham College, June 18-August 11, 1989. The 8-week institute will offer instruction in elementary and intermediate Polish and Serbo-Croatian, as well as elementary Bulgarian, Czech, Hungarian, Romanian, Slovak and Slovenian. Cost is \$1,900. Support is available. Will be preceded by a Workshop on Proficiency Teaching and Testing, June 16-18 (fee: \$35). For information contact: Lynn Whitlock, Center for Russian & East European Studies, 4G21 Forbes Quad., Univ. of Pittsburgh, Pittsburgh, PA 15260; (412) 648-2290.

SUMMER OPPORTUNITIES (cont.)

Summer Research Laboratory on Russia and East Europe at Univ. of Illinois

This annual program is designed for those who wish to use the resources of the University Library at Urbana-Champaign. Associateships provide housing for up to 14 nights and library privileges (may stay longer at own expense). Program runs from June 11-August 5. In addition, the Russian and East European Center sponsors several special programs as part of the Summer Research Laboratory, including five Workshops on East European and Russian Culture:

"Soviet Theatre" - June 12-23

"Baltic States" - June 12-23

"Censorship in Eastern Europe" - June 26-July 7

"Women in East European and Russian Culture" - June 26-July 7

"Hungarian Culture" - July 17-July 28

The Summer Research Laboratory will also sponsor a one-day Workshop on "Nationalism and Ethnic Tensions in the Soviet Union" (Saturday, June 17) and a Film Festival of Russian and East European Culture.

For further information on all the above summer programs contact:

Marianna Tax Choldin, Director, Russian and East European Center, U. of Illinois, 1208 West California Ave., Urbana, IL 61801; (217) 333-1244.

(Also inquire about their VISITING SCHOLARS PROGRAM: Grants of 1-3 months for research at Univ. of Illinois for Spring, 1990. Deadline: April 2.)

Summer Programs Offered by the Paris Chamber of Commerce and Industry

The Chambre de Commerce et d'Industrie de Paris (CCIP) will offer several French language and civilization seminars in 1989:

1. Aspects socio-économiques de la France contemporaine (June 26-July 13)
2. Le Point sur L'actualité politique, économique et social (June 19-23)
3. Gérer le culturel (June 20-July 12)
4. Francophonie: réalité culturelle et perspectives économiques (July 3-7)
5. Enseigner le français des affaires (June 19-July 7)

Only the fifth seminar specifically addresses the usage of French for business purposes, the other four will interest all teachers of French language and civilization.

The CCIP also helps prepare candidates for national examinations leading to certificates in business French, and it has additional programs for foreigners in business who need rapid improvement of their French language skills. For further information on their summer programs and for costs contact:

CCIP, Direction de l'Enseignement; Service des examens pour étrangers;
42, rue du Louvre; 75001 Paris; FRANCE. Tél.: (1)45 08 37 33/34/35.

Financial aid is available for these and other French workshops in France from the French government. The French Ministère des Relations Extérieures provides a number of scholarships that cover tuition and housing costs. Information may be obtained from the French Embassy: 4101 Reservoir Rd., NW, Washington, DC 20007; (202)944-6023.

Summer Workshops for Foreign Language Teachers at Middlebury College

In 1989 Middlebury College will offer summer teacher workshops in Italian (June 27-July 20) and in Japanese (July 23-August 4). Total cost for the three week program in Italian is \$1,470 (tuition, room and board) and for the two-week program in Japanese is \$975. For information on these teacher workshops, as well as other summer offerings at Middlebury contact: Middlebury Language Schools, Middlebury, VT 05753; (802) 388-3711.

AMERICAN OVERSEAS RESEARCH CENTERS

Many scholars and professionals who study overseas are aided by American overseas research centers in Italy, Greece, Turkey, Cyprus, Tunisia, Morocco, Egypt, Jordan, Israel, Yemen, India, Pakistan, and Hong Kong. Primarily, the centers provide fellowships that allow American scholars to undertake research in the country of their specialization. The private structure of the centers and the important research they promote make them respected representatives of American academia in the countries in which they operate. They commonly provide such liaison services as making introductions to appropriate institutions; obtaining access to research facilities; and obtaining visas and other required official documents. All centers have research libraries, and most can provide living accommodations. All maintain offices in the US and disseminate research results. In 1986, the Council of American Overseas Research Centers formed, with headquarters at the Smithsonian Institution. For further information contact:

AMERICAN ACADEMY IN ROME
41 E. 65th St., NY, NY 10021
Rome Office:
Via Angelo Masina 5, 00153, ROME

AMERICAN INSTITUTE FOR MAGHRIB STUDIES
Bunche Hall, Room 10286, UCLA
Los Angeles, CA 90024
Tunis Office: Impasse Menabrea,
21 bis, rue d'Angleterre
1049 Tunis Hached, Tunisia

AMERICAN INSTITUTE FOR YEMENI STUDIES
PO Box 751, Portland St. Univ.
Portland, OR 97207
Sana'a Office: PO Box 2658,
Sana'a, Yemen Arab Republic

AMERICAN RESEARCH INSTITUTE IN TURKEY
Oriental Institute, 1155 E. 58th St.
Chicago, IL 60637
Ankara and Istanbul Offices:
Iran Caddesi 29/A, Gazi Osman Pasa
Ankara, Turkey or
Serencebey Yokusu 61-63, Daire 10-11
Masiktas, Istanbul, Turkey

UNIVERSITIES SERVICE CENTRE
c/o ACLS, 228 E. 45th St., NY, NY 10017
Hong Kong Office:
155 Argyle St., Kowloon, Hong Kong

AMERICAN INSTITUTE OF INDIAN STUDIES
Foster Hall 212, Univ. of Chicago
1130 E. 59th St., Chicago, IL 60637
Delhi: C-176 Defence Colony,
New Delhi 110 024 India

AMERICAN INSTITUTE OF IRANIAN STUDIES
c/o Ancient Near Eastern Art,
Metropolitan Museum of Art
Fifth Ave., & 82nd St., NY, NY 10028

AMERICAN INSTITUTE OF PAKISTAN STUDIES
138 Tolentine Hall, Villanova Univ.
Villanova, PA 19085
Islamabad Office:
PO Box 1128, Islamabad, Pakistan

AMERICAN RESEARCH CENTER IN EGYPT
NYU, 50 Washington Sq. S., NY, NY 10012
Cairo Office:
2 Midan qasr el-Doubara, Garden City
Cairo, Egypt

AMERICAN SCHOOLS OF ORIENTAL RESEARCH
4243 Spruce St., Philadelphia, PA 10104
OR
W.F. Albright Institute
PO Box 29096, 91-190 Jerusalem, Israel
American Center of Oriental Research
PO Box 2470, Amman, Jordan
Cyprus American Archaeological Research
Institute
41 King Paul St., Nicosia, Cyprus

Taken from University of Minnesota QUIN NEWSLETTER, Fall 1988, p. 19. [QUIN excerpted from "American Research Centers Overseas" by Mary Ellen Lane in Humanities, a bimonthly review published by NEH, Vol. 9, No. 4 (July/August 1988).]

FACDIS FACULTY REPORTS

I. Institute: 1988 PAWSS Summer Institute on US-Soviet Relations, Amherst, MA
June 5-10, 1988

FACDIS Faculty: Michael Strada (Political Science, West Liberty St. College)

Outstanding consultants, extensive resource materials, 75 well-informed fellow participants, a pleasant setting, and good food all contributed to make the 4th Annual PAWSS Faculty Institute an excellent experience. Held at Hampshire College in Amherst, MA from June 5-10, 1988, the Peace and World Security Studies (PAWSS) Faculty Institute focused on "Linking Gorbachev's Foreign and Domestic Policies." The consultants consisted of top U.S. scholars in history, political science, economics, literature, and area studies. Their presentations were extremely informative and very much up-to-date. Generally, the economists tended to be quite pessimistic about Gorbachev's chances, while the historians and political scientists were more hopeful.

George Breslauer emphasized that Gorbachev's objective is to alter, not abandon traditional Soviet socialism; that the stratum of "risk averse" in the population is immense; and, that in foreign policy he has already taken 10 concessionary moves to the West, which are aimed at normalizing relations so as to tackle domestic perestroika.

Economist Richard Erickson was very skeptical about prospects for improving the Soviet economy. He sees perestroika as insufficient change to really turn the tide for the economy, and a need for much greater institutionalization of limits of power of the central authorities.

Teresa Harmstone addressed the nationality question as the ticking time bomb threatening Gorbachev's reforms. Glasnost has legitimized the expression of long pent-up frustrations by national minorities in the Union Republics. Coupled with this centrifugal political tendency is the equally threatening demographic shift which will soon make Russians a minority in the USSR.

Jane Taubman had just returned from 6 months in the USSR and dealt with contemporary Soviet culture. This is possibly the most exciting area of change wrought by glasnost as the Russian intelligentsia rediscovers a cultural legacy which it sees as having been "stolen" from it. Major cultural events of 1987 were: Tenghiz Abuladze's film "Repentance," publication of Anatoli Rybakov's long-censored Children of the Arbat, and D. Granin's Zubr (The Bison).

Arnold Horelick, Bruce Parrott, and Jack Snyder all examined U.S.-Soviet strategic relations, and assessed prospects quite differently with Horelick being somewhat to the right, Snyder to the left, and Parrott in the center.

Sarah Terry described Gorbachev's Eastern European policy as a "wish list" of poorly organized initiatives, and pointed out that the ambiguity of his policies have left East Europeans with no clear "sense of the permissible."

Space precludes summary of many other well-known speakers such as Paul Warnke, Robert Legvold, and Carole Saivetz. Observations from the Soviet perspective were contributed by Vladimir Pechatnov of the Institute for the Study of U.S. and Canada. He argued that the poor history of superpower understanding is being

FACDIS FACULTY REPORTS (cont.)

dramatically altered by contemporary forces on both sides which he described. He also argued that the USSR democratization process is irreversible, and hinted that it could outlive Gorbachev, because: 1) it has included the intelligentsia; 2) the increased role of the Supreme Soviet in policy making; 3) the open analysis involving press, literature, and the populace; 4) new open discussion and contact with Westerners.

The PAWSS Summer Faculty Institute is an excellent program with most costs (other than transportation) covered by a grant from the Harriman Institute. (For information on applying for the coming summer, see 1989 announcement on page 6.)

II. Meeting: National Council for Geographic Education (NCGE) 1988 Annual Meeting, Snowbird, Utah, October 5-8, 1988

FACDIS Faculty: Roland Williams (Geography, West Liberty St. College)

This annual meeting was held in one of the more beautiful locations in the US. The NCGE attempts to move the sites for the annual meetings throughout the US and sometimes to foreign locations to allow more accessibility to local geography teachers and more intimate contact with the different environments that many geographers teach. The Snowbird location accomplished both very effectively. The composition of attendees was diverse with heavy emphasis on teachers from the west and a large contingent from Alaska. This location also provided excellent choices for field trips that captured the beauty of the physical environment and the cultural interplay of Mormon settlement in the area.

Although the sessions covered a great variety of topic areas, the sessions that most interested me involved the new techniques, methods and concepts that are currently being taught in World Geography courses. The session on "Global Geography" was geared to improving courses dealing with global concepts, and the primary thrust of the session was to encourage teachers to organize their courses with the "five geographic themes" as the focal point. These themes are: Location, Place, Interaction between places, Movement, and Regions. The session also featured 10 videotapes developed for grades 6-9 by the Agency for Instructional Technology. Each of the 15-minute tapes focuses on one region of the world and highlights one of the 5 fundamental themes. The tapes are well done with excellent photography. The presenters believe that focusing on the 5 themes not only advances the essence of geography, but also allows a more organized approach to studying the complex world. FACDIS may want to review these tapes for possible use in summer institutes for teachers.

While the "Global Geography" session was organized more as a workshop, the session on "Themes in World Geography" was more traditional with papers being read that covered a range of topics, including "Exploring the Folk Landscape" by Charles Heatwole of Hunter College. This paper provided many useful ideas as to how we can analyze local landscapes to see the unfolding of settlement patterns through time. The author maintains that folk culture is alive and well in the US, and that folk elements are being picked up and made into a popular culture (e.g. adobe-pueblo motif in sub-divisions, malls, etc.). I attended several other sessions that emphasized the role of geography to international literacy, global studies, etc. Most sessions were aimed at pre-college education, but we in higher education must continue to monitor what is happening in schools, and better prepare for our role of educating future teachers and world citizens.

FACDIS FACULTY REPORTS (cont.)

III. Meeting: 17th Annual COPRED Conference, New York, NY, Oct. 16-19, 1988

FACDIS Faculty: Virgil Peterson (English, West Virginia University)

COPRED, the Consortium on Peace Research and Educational Development, was founded in 1970 by scholars Kenneth and Elise Boulding to foster the union between peace research, peace education, and peace action. The rationale for COPRED came from the conviction that research, teaching, and action are estranged from each other and from the societies they might benefit. Thus COPRED deliberately involves scholars, educators, and peace activists in its meetings. It seems to me the purposes parallel those of FACDIS to the extent that FACDIS too is concerned with research, in its support for travel and conferences; teaching, in its course development and resource acquisitions; and action, especially in its outreach to public school teachers.

The theme of this conference was "Toward Positive Peace." It observed the 40th anniversary of the Universal Declaration of Human Rights and the 25th anniversary of the Papal Encyclical Pacem in Terris. The conference began with a panel moderated by James Laue (George Mason University). Each of the panelists (Stephen Marks of the Ford Foundation, A.W. Singham of Brooklyn College and Cora Weiss of SANE/FREEZE) laid out directions for research, education and action and created a focus for the ensuing program. The evening program reinforced the research-education-action formulation during the awards ceremony. Manhattan College presented its Pacem in Terris award for research to COPRED; for education, to Brooklyn Public School 15; and for peace action to the Fellowship of Reconciliation.

A highlight of the first day was the keynote speech by Kenneth Boulding. He traced the beginnings of COPRED by looking to roots of peace research. He finds it in the writings of Louis Richardson, an English meteorologist who wrote "some extraordinary books" on the subject at the beginning of the century. (The Richardson Institute in England is named in his honor.) Quincy Wright, for his fundamental book on the causes of war, is an influential American. The recent history stems from the creation of The Journal of Conflict Resolution and the spawning of over 250 peace studies programs in colleges throughout the US.

Two of the panel programs were of particular use to the courses I have been developing. John Getz of Xavier University presented "Toward Positive Peace in Fiction: Critical Theory, Method, and Examples." He pointed out how novels about positive peacemaking, such as Ursula LeGuin's utopian science fiction as in The Dispossessed and Alice Walker's realistic Meridian provide models of social stability and peaceful conflict resolution. This information contributes to enrichment of the course I taught entitled "War and Peace in Film and Fiction."

The second presentation of specific use to my teaching was "Aiki: An Experimental Approach to Teaching Conflict Resolution and the True Power of Peace." This presentation came from a unique direction -- martial arts -- but it made significant connections with the social dynamics of conflict resolution.

From the numerous network committee meetings, I chose "Conflict Resolution" and am now part of a network within COPRED specifically concerned with conflict resolution. Among the action choices for next year was my suggestion that the group commit itself to publishing or otherwise publicizing the availability of training in conflict resolution for learners at all levels.

FACDIS FACULTY REPORTS (cont.)

The conference concluded at the UN on Wednesday where Elise Boulding had arranged for three presentations by UN officials and a luncheon at which the speaker was Samuel Lewis, President of the US Institute of Peace. The UN presenters were Herschelle Challenor, UNESCO; Juergen Dedring, UN Office of Research and Collection of Information; and John Renninger, UNITAR.

Informally I had the opportunity to talk with Christopher Mitchell, a British scholar now teaching at George Mason University. He was particularly helpful in orienting me to the conflict resolution scene in the U.K. where I will be studying during Spring Semester, 1989.

Another fruitful informal contact was Aida Montoya, Assistant Principal at District 15 School, Brooklyn, NY. From her I learned more about the conflict resolution program at her school. The informal conversation took on the quality of an interview, and I was able to use a quotation from her in an article I have submitted to "New Horizons in Education."

IV. Meeting: Annual Meeting of the American Anthropological Association, Phoenix, AZ, November 16-20, 1988

FACDIS Faculty: Kenyon Stebbins (Anthropology, West Virginia University)

The annual meetings of the AAA are by far the most important meetings for socio-cultural anthropologists. The five-day conference includes approximately 360 sessions, each with about 6 participants; scores of roundtables and special meetings of various interest groups; numerous film screenings, and the opportunity to interact with thousands of colleagues whose work literally spans the globe.

I was a participant in two sessions. In a session on "International Studies and Internationalizing the Curriculum: Where are We?," I discussed many aspects of West Virginia's FACDIS program. At an invited session, I presented a paper entitled "Tobacco, politics, economics, and health: Implications for Third World populations" (in a session on "The use and disuse of cigarette tobacco: Toward an anthropology of smoking and cessation experiences").

In the panel on International Studies, I was one of 15 participants from various US educational institutions of higher learning. My contribution to the session was to share with the others what I knew about FACDIS (to an audience of about 30). Because I have only been in West Virginia for a little over one year, this responsibility stimulated me to learn all I could about FACDIS! My comments generated enormous interest in FACDIS, and FACDIS materials were recently mailed to each of the session participants.

A variety of topics were addressed by the other speakers. Considerable discussion centered on questions concerning how to adequately prepare students for a foreign travel experience. Interestingly, others felt it was at least as important to adequately prepare students for their re-entry into the US.

There was some discussion of the role of foreign languages in international studies programs. Several people reported that they feel it is inappropriate to consider foreign language courses to be considered equivalent to any cross-cultural course. For example, one person reported that (regrettably) some people consider anyone who has studied 4 years of Spanish to be an expert on Spain.

FACDIS FACULTY REPORTS (cont.)

Readers interested in learning more about International Studies might like to look at the Fall 1988 issue of National Forum (the journal of Phi Kappa Phi, an education honorary society), as this issue features a number of excellent articles on "Internationalizing the Curriculum."

The AAA meetings were very useful to me in several respects. Regarding teaching, I was able to learn a great deal about how other anthropologists attempt to teach the various topics and courses that I teach (Intro. to Anthropology, World Cultures, Medical Anthropology, Cultures of Latin America, and Language & Culture). From attending several sessions related to these topics, and from talking informally with other anthropologists, I was able to gain useful ideas about improving the classroom experience (both for me and for my students). In addition, dozens of book publishers were also displaying new and recent books, some of which are especially useful for my teaching. I am very grateful to FACDIS for helping defray my expenses. Finally, because of my work on the political economy of tobacco/health, I was invited to serve on the Board of Directors of the Alcohol & Drug Study Group (an Interest Group within the Society for Medical Anthropology).

V. Meeting: "Global Perspectives in Education: International Relations in the Classroom," Berlin, December 5-10, 1988

FACDIS Faculty: Jerold M. Starr (Sociology, West Virginia University)

This conference was organized by the European Academy, Berlin in cooperation with the International Network for Global Education, Berlin secretariat for textbook authors and educationalists. The International Network for Global Education was established in 1985 and includes four Secretariats. The US representative is the American Forum for Global Education, 45 John St., New York, NY 10038. This conference included 31 participants from 7 countries of whom 18 presented papers.

In addition, there were the official presentations by UNESCO representatives. On this occasion Prof. Klaus Hufner of the Free University Berlin introduced the conference with an overview of the UNESCO position on "Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms."

Also, Rainer Mallee, Head of the Carl-Zeiss Comprehensive School, Berlin, spoke on "International Education: Experience with UNESCO Model Schools." Such schools are educational establishments in member states which agree to supplement their regular program with "teaching the basic principles of international understanding and cooperation for peace." The Associated Schools Project has grown from 33 schools in 15 states in 1953 to 2,150 institutions in 100 states today. In recent years, teachers and students have extended their study of another country to include travel to that country to see for themselves how their social and developmental problems were being solved. Mallee presented a slide program with narrative on the planning and implementation of a "school peace day" at his institution.

The featured speaker for the conference was Jan Tucker, Director of Florida International University's Global Awareness Program and recent President of the National Council for the Social Studies (NCSS). Tucker reviewed competing tendencies with American education between international perspectives and the

FACDIS FACULTY REPORTS (cont.)

"nationalization of knowledge." The former are represented by such writers as Fernand Braudel's Civilization and Capitalism, 15th-18th Century which examines the influences of the development of a global economy on the daily lives of ordinary people; Paul Kennedy's The Rise and Fall of the Great Powers, which shows how the investment in militarism needed to maintain a global power eventually drains it of its wealth and prominence; and Richard Rosecrance's The Rise of the Trading State, which argues there is a trend for nations to frame their security in terms of trade rather than in terms of territory, usually gained and held by force.

In Tucker's view, such perspectives are being submerged by a more popular current he calls the "nationalization of knowledge." This movement includes such works as Allen Bloom (Closing of the American Mind), E.D. Hersch, Jr. (Cultural Literacy), Lynn Cheney (American Memory) and Diana Ravitch and Chester E. Finn, Jr. (What Do Our 17-Year Olds Know?). They all argue that US schooling has neglected to teach our "national culture" which they assert is necessary to achieve social cohesion and national pride. This movement clearly represents a "patriotic" reaction to feminist, minority and third world sensitivities that emerged in the 60s.

John Cogan of the Global Education Center at the Univ. of Minnesota followed Tucker's talk with a focus on "The 'Nationalization' of Social Studies Textbooks in the United States." Cogan cited previous studies that documented a pattern of homogenization in US textbooks, including a conservative pedagogical approach to topics which were covered superficially from a narrow US perspective. Cogan attributed such bias to the increasing monopolization of publishing houses who are responsive to large state consumers, like California, Texas, and Florida, where political pressure groups are active. He closed by applauding innovative efforts like the NCSS project which has completed two and plans another bi-national textbook on history and geography. Books on the USSR are now available and one on Japan is in progress.

Toni Fuss-Kirkwood of the International/Global Education program of the Dade county (Florida) Public Schools provided an overview of that program which is oriented to the achievement of specific age-graded objectives and grounded in Robert G. Hanvey's formulation of "An Attainable Global Perspective." This includes (1) awareness that one's own perspective is socially conditioned and different from many others; (2) awareness of prevailing world conditions and development; (3) awareness of the diversity of ideas and practices in the world; (4) knowledge of the key traits and mechanisms of the world system; and (5) awareness of the choices that confront individuals, nations and the human species as the global system expands.

Most of their presenters reported on studies of textbook coverage of international relations in different countries in Europe as well as the US, or introduced new textbooks designed to overcome the nationalistic biases of the standard texts.

The textbooks were compared in terms of the following criteria: citation of certain political events, the separation/integration of the narratives in national and world history, emphasis on furnishing information vs. telling a story, and emphasis on personalities vs. social/global historical forces.

FACDIS FACULTY REPORTS (cont.)

In addition to my own The Lessons of the Vietnam War, the most interesting textbooks introduced were a text on World Conflict by Jurgen Olsen and Jurgen Husballe of Denmark, already published, and one on peace education by John Hendriks of The Netherlands which has just begun. The plan for the latter is to address the questions "How do people live together?" and "How do people survive together?" in the areas of economy, social organization, politics, psychology and culture. The book will be distinguished by its emphasis on cooperation rather than conflict; a departure from the traditional textbook concentration on events, especially wars, and one that raises the basic questions of what is history and why is it written the way it is. Many of the participants registered profound agreement with this approach.

Participants recognized that differences in cultural values and language caused some communication confusion even among sympathetic colleagues all speaking English. However, while no attempt was made to formalize agreement on its meaning, it is safe to say that all shared a view of global education as requiring a celebration of racial/ethnic/national pluralism, an understanding of the problems common to human societies and an awareness of national interdependence in a world system. This view was not nearly as developed as participants desired in their country's textbooks and there were conservative forces resisting such an approach. Nevertheless, members themselves were advancing this perspective through their writing, teaching and professional service.

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STUDY ABROAD: TRIP TO ISRAEL -- MAY 24-JUNE 27

One West Virginia study abroad trip, planned after our brochure "FACDIS 1988-89 Study Abroad Services" went to press is a trip to Israel, being led by Professor John Jacobsohn (Political Science, West Virginia University). This five-week trip will visit Tel Aviv, Jerusalem, Hebron, Bethlehem, Massada, Jericho, the Dead Sea, Tiberias, Nazareth, Haifa, a kibbutz, and Cairo. Three weeks will be spent in classes in Tel Aviv (May 25-June 14); sightseeing will be done during the last two weeks. Classroom lectures in Tel Aviv will be supplemented with field trips to government offices, interviews with distinguished administrators, legislators, scholars and community leaders, as well as visits to museums.

The cost for the trip will be \$2080 plus tuition and fees to West Va. University. Up to 6 hours of credit from WVU's Department of Political Science may be earned in this trip. The course will deal with the government and politics of Israel and with the international issues and conflicts centering around that state.

A deposit of \$200 is required upon signing up, plus \$500 additional by March 15th. The balance of \$1380 is due April 22. The price includes homestay in Tel Aviv; 13 nights at hotels, 2 meals a day except in Jerusalem and Tel Aviv; sightseeing during the last 13 days; and round trip air fare from New York.

Please share this information with your students. For further information on this trip contact:

Professor John Jacobsohn
Department of Political Science
West Virginia University
Morgantown, WV 26506; (304) 293-3811

RESOURCES FOR TEACHERS

Case Studies in International Negotiation

The University of Pittsburgh's Graduate School of Public and International Affairs (GSPIA) is engaged in a large-scale program for publicizing/distributing some 130 case studies in international negotiation that have been written at Pitt and at six other professional schools of international affairs. These cases were written as part of a \$2,500,000 project sponsored by the Pew Charitable Trusts to encourage the use of case method teaching in international relations.

The case studies cover a remarkable range of issues, countries, and forms of negotiation. Nearly all of them involve the US as a major party. All of them have been written and edited for the purpose of helping instructors try a more interactive form of teaching, approximating the case method form of teaching pioneered at the Harvard Business School. This method involves an extended class discussion of a previously-read document. Such a discussion normally requires students to identify and assess the problems and choices facing policy-makers: the procedure itself changes the role of the instructor from the traditional one of authoritative exposition to a more Socratic one of interrogator/commentator.

As the clearinghouse for copies of all cases written under the Pew Initiative, GSPIA at Pitt will distribute copies of cases (with separate teaching notes and supporting materials) at cost. The case program will normally provide multiple copies of case documents: in special cases, permission may be given for free duplication of a case by an instructor or institution.

The general issue areas with which the cases are concerned are: 1) International Political Economy; 2) International Finance/Aid; 3) International Security; and 4) International Law. The cases in the CASE INVENTORY (list of available cases) are roughly ordered by geographical areas, both chronologically and by topic, under the following categories: Western Europe; Soviet Union and Eastern Europe; the Middle East; Africa; East Asia; Pacific; the Americas; Multilateral Negotiations; Theoretical Frameworks; and Simulations. A detailed inventory of the cases, including summaries of their contents and comments on appropriate uses, is available upon request. The Pew Program in Case Teaching and Writing in International Affairs will be developing and distributing instructional support materials, including notes on case-method teaching, and will also make available modules, consisting of appropriate combinations of cases selected according to issue and region. The cost for single copies of the cases varies -- from less than \$.25 to around \$3.00, but samples may be available free.

Case Program Director, Martin Staniland, is very interested in working with interested FACDIS members who may wish to learn more about this project. In a recent letter to FACDIS, he states that they hope to receive a grant for the second phase of the Pew Diplomatic Initiative, which would permit them to run a summer school at Pitt on case method teaching in international relations in Summer, 1989. They are anxious to encourage participation in this project by West Virginia faculty. If funded, this summer program would cover all faculty costs for travel, accommodation, and attendance. Please let him know if you would like to receive information on this potential workshop and on the project. For further information on the Case Study Program contact Professors Martin Staniland or Kendall Stanley at (412) 648-7608 or write: Pew Case Program, GSPIA, Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260.

RESOURCES FOR TEACHERS (cont.)

Curriculum in Economic Security from University of Pittsburgh

The Graduate School of Public and International Affairs (GSPIA) and Graduate School of Business at Pitt have also designed a curriculum to help students think analytically about issues of national economic policy that arise from the United States' world environment. It is intended to serve the instructional needs of professors by providing structured teaching aids, in modular form, that are both focused and flexible. It can be usefully incorporated into a wide span of courses (social sciences, business/economics, etc. -- and in broadly-cast introductions or in more specialized courses.)

Materials are organized in 4 clusters or units. They are seen as an intellectually complementary set, although pedagogically independent. The cost for each of the 4 units is \$15.00, the entire set is \$50.00. Each unit contains an Introductory section (5 pages) and usually 4 or 5 modules on various topics. Each unit also includes study questions. The four units include:

- A) TRADE
 - 1. Is the US Losing its Competitive Position?
 - 2. Should the US Have a National Industrial Policy?
 - 3. What are the Options for US Trade Policy?
 - 4. The Multinational Corporation: Its Role in America's Future.
 - 5. The Voluntary Export Restraints Agreement on Automobiles.
- B) ENERGY AND NATURAL RESOURCES
 - 1. The International Energy Agency: Building a Collective Strategy
 - 2. OPEC in Crisis: A Simulation
 - 3. Persian Gulf Scenarios
 - 4. US Nuclear Energy Policy
 - 5. Securing Access to Strategic Minerals: The Case of Cobalt
- C) TECHNOLOGY AND TRANSFER
 - 1. Technology Transfer: Introduction
 - 2. Technology Transfer and Military Security
 - 3. Technology Transfer and Industrial Competitiveness
 - 4. Technology Transfer and Foreign Policy
- D) MANAGING INTERNATIONAL ECONOMIC RELATIONS: INSTRUCTIONAL TECHNIQUES AND APPLICATIONS

Each module includes 1) a core section that introduces the topic, gives assignments and refers students to pertinent readings; 2) a selection of Supplementary Materials (articles, news clippings, reports, etc.) that serve as reference sources; 3) an annotated bibliography of published literature; 4) an instructor's guide (Teaching Notes).

In both the core sections and the Teaching Notes, there is much cross-referencing among modules and units, to call attention to the overlapping of subjects. Thus "the curriculum's goal of developing an overview of economic security's several dimensions is furthered while acquiring a sharper image of individual problems."

To receive more information or to order (\$15 per unit or \$50 for the entire set) contact: Kendall Stanley, 3E33 Forbes Quad., GSPIA, University of Pittsburgh, Pittsburgh, PA 15260; (412)648-760. (Check payable to Univ. of Pittsburgh.)

PUBLICATIONS OF INTEREST

State of the World 1989

A Worldwatch Institute publication by Lester Brown, et al. This annual assessment is a complete, up-to-date reference to the world's resources and how they are being managed. The 1989 edition sketches a portrait of a world at risk. Findings are presented in 10 concise chapters, with data summarized in charts and graphs. Individual chapters give a close examination of topics ranging from ozone depletion to the future of the automobile to the rising threat of AIDS. The opening chapter shows how in 1988, we as Americans crossed a perceptual threshold concerning humanity's impact on the environment. The final chapter presents a Global Action Plan to preserve the habitability of the planet. According to Worldwatch, this publication has become the most widely used public policy document in the world, and is used in over 450 US colleges and universities as a textbook. Cost: Paperback, \$9.95; 5 or more copies, \$4.95. For \$25 one receives all Worldwatch publications for the entire year, including STATE OF THE WORLD, and approximately 6 "Worldwatch Papers." Request a list of the 85 titles in the "Worldwatch Paper Series" (single copies \$4). To order contact: Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036.

Great Decisions 1989

This is designed as a basic textbook or supplemental material to help integrate current world topics into courses on US history, world history, economics, government, global issues, international relations, and area studies. It includes major questions, summaries, activities, teaching strategies and reproducible handouts, glossaries and sources of information. 96 pages. \$9.00 plus \$1.75 postage & handling. Contact: Foreign Policy Association, 729 Seventh Ave., New York, NY 10019; (212) 764-4050.

An Annotated Guide to Global Education: Capacity Building for Effective Social Change - compiled by Guy Gran (1986). An interdisciplinary world bibliography on a range of topics relating to international issues. The first 7 chapters list articles and books on: "Western and World History, and Third World History"; "Theory and Values: Power, Legitimacy, Effectiveness"; "Development Policy and Practice"; "Organization: Process and Environment"; "Food Systems"; "Social Dimensions"; and "Technical Issues." The next 5 chapters list resources on Africa, Core Islamic Areas, Asia, the Americas and the core countries. Finally, 3 chapters list bibliographies, journals and computer readable databases on international issues. Annotations are provided for: 490 theoretical, practical, regional and topical works; 250 journals; and 250 reference works on topics and regions. Contact: Resources for Development and Democracy, 17119 Old Baltimore Road, Olney, MD 20832; (301) 744-4669. \$7.95.

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AVAILABLE FROM FACDIS

PROFESSOR SARAH ADAMS (History, University of Charleston) has provided the FACDIS office with a nine-page syllabus for a new course, "History of Developing Areas." Course provides an interdisciplinary approach to the development of and to modern political economic, and social problems in the Third World, specifically Africa, Asia, Latin America, and the Middle East. Course makes extensive use of audio-visuals, available from FACDIS collection, to portray geographical conditions as well as political, economic, and/or social issues. For a copy of syllabus contact: Ann Levine, FACDIS, Dept. of Political Science, WVU, Morgantown, WV 26506.

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

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

Ann Levine, FACDIS Newsletter Editor
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