



# The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development  
in International Studies

Editor: Ann Levine  
Volume XX, No. 4

April 2000

## FACDIS CONSORTIUM HONORED BY TIAA-CREF

On March 20, our Consortium received a national honor in Chicago. FACDIS won a *Certificate of Excellence* in the 2000 Theodore M. Hesburgh Award for Faculty Development to Enhance Undergraduate Teaching and Learning. The award is given annually by the Teachers Insurance and Annuity Association-College Retirement Equities Fund, better known as TIAA-CREF, during the annual conference of the American Council on Education (ACE).

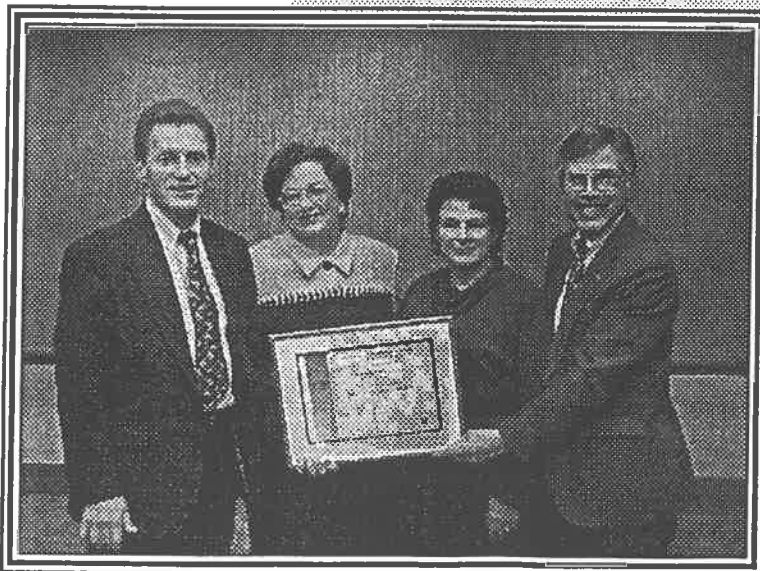
John Biggs, Chairman of TIAA-CREF, recognized FACDIS as a "Program of Excellence" in a special ceremony during the ACE luncheon meeting at Chicago's Sheraton Hotel and Towers. FACDIS was nominated for the Hesburgh Award by West Virginia University President David Hardesty, Jr., who also attended the ceremony. WVU has hosted the statewide Consortium since its inception in 1980.

FACDIS Co-Directors Jack Hammersmith and Michael Strada accepted the certificate honoring the consortium. They were accompanied by FACDIS founding director and Professor Emerita at WVU, Sophia Peterson, as well as FACDIS assistant director, Ann Levine.

"Approximately 3,200 higher education institutions exist in the US, and most have faculty development programs," Dr. Hammersmith said, "so we were pleased merely to be nominated for the Hesburgh. We feel even more fortunate to be honored with this Certificate of Excellence."

### INDEX

FACDIS News	1-5
Meetings of Interest	6-7
Professional Development Opportunities	8-9
Grants/Fellowships	10
News and Notes	11
Instructional Resources	12-17



An unsolicited 1999 Program Profile by the Southern Growth Policies Board concluded that "only one state, West Virginia, has an organization dedicated to internationalizing the entire higher education system. Its FACDIS Consortium makes students informed citizens through a program renewing the faculty who must teach and inspire them—a train the trainer approach to global awareness."

(Continued on page 2)

Left to Right:  
Michael Strada, Ann Levine, Sophia Peterson, and Jack Hammersmith accepting the Hesburgh "Certificate of Excellence" from TIAA-CREF.

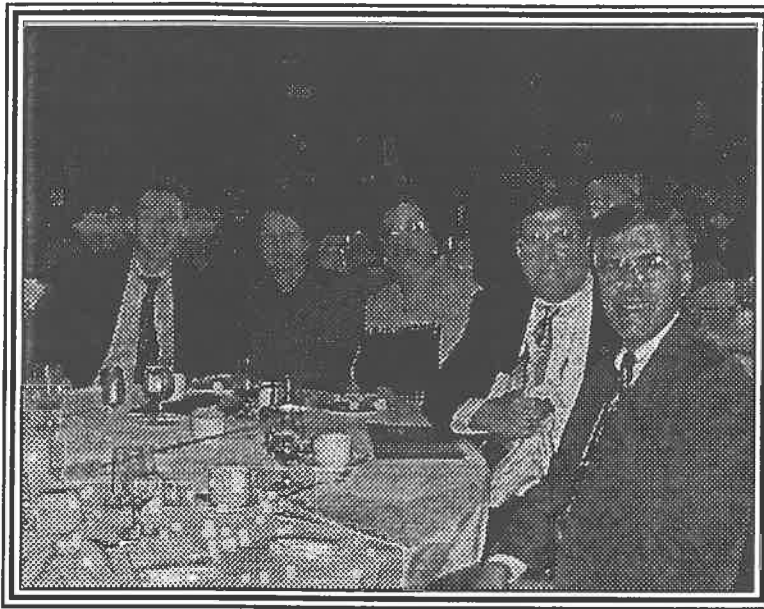
## HONOR RECEIVED (cont.)

Michael Strada, primary “author” of the successful nomination proposal, responded to the Hesburgh honor by stating that “for twenty years FACDIS faculty and their students have benefitted from the vision and determination of FACDIS’ founder, Sophia Peterson. The highlight of the Hesburgh ceremony for me is that Sophia was able to share it with us in Chicago.”

Created in 1993 by TIAA-CREF, the Hesburgh Award was named in honor of Rev. Theodore M. Hesburgh, president emeritus of the University of Notre Dame and nationally renowned educator, world humanitarian, and 28-year member of the TIAA and CREF Boards of Overseers. The award was conceived to recognize the national faculty development programs judged to have best met the three award criteria: significance of the program to higher education; appropriate program rationale; and successful results/degree of impact on undergraduate teaching and learning.

This year, 63 institutions of higher education from around the country competed for the award. Eleven judges, all with distinguished backgrounds in higher education, reviewed the entrants and selected the first-place winner, the Community College of Denver, plus four institutions to receive the “Certificate of Excellence.”

The Hesburgh Certificate of Excellence marks the second time FACDIS has been honored nationally. In 1987 it received the G. Theodore Mitau Award for Innovation and Change in Higher Education from the American Association of State Colleges and Universities (AASCU).



Left to Right: Michael Strada, Sophia Peterson, Ann Levine, David Hardesty, and Jack Hammersmith

The FACDIS web page is being revised, and the Hesburgh nomination proposal can now be viewed on the webpage. Numerous other additions have been made to the webpage, and our address has been streamlined. If you have a link to our web page, please revise your link by visiting our address: <http://www.polsci.wvu.edu/facdis/>

---

### FACDIS Office:

Dr. Jack L. Hammersmith, Co-Director, Dept. of History, WVU; 304-293-2421 x 5235; email: [jhammer@wvu.edu](mailto:jhammer@wvu.edu)  
Dr. Michael Strada, Co-Director, Dept. of Political Science, WVU; 304-293-7140; email: [mjstrada@cs.com](mailto:mjstrada@cs.com) (NEW)  
Ann Levine, Assistant Director, Dept. of Political Science, WVU; 304-293-7140; email: [alevine@wvu.edu](mailto:alevine@wvu.edu)  
Sharon Nestor, FACDIS Secretary, Dept. of Political Science, WVU; 304-293-7140; email: [snestor@wvu.edu](mailto:snestor@wvu.edu)

**The John A. Maxwell  
Scholar-Diplomat Program on *Genocide*  
Washington, DC  
March 22-24, 2000**

Since they began in 1993, the three-day FACDIS Scholar-Diplomat programs held annually in Washington, DC, have evolved in unanticipated ways. The first six programs examined key world regions in the rapidly-changing early and mid-1990s. Since 1997 we have covered thematic issue-areas like international organizations, environmental degradation, and world trade. This year we studied genocide, including for the first time, a half-day field trip, visiting the U.S. Holocaust Memorial Museum. In the time-honored FACDIS tradition, each of eleven participants received a hefty shipment of preparatory reading. Included was a recent holocaust studies journal; four books: an etiology of Hitler's "final solution," a reference compendium about crimes of war, a study of the Bosnia genocide, and a reader asking whether the holocaust should be considered unique? There were also two special reports on the Genocide Convention and the Rwandan genocide published by the U.S. Institute of Peace, six xeroxed articles, six holocaust studies course syllabi, and three sets of online bibliographies relating to genocide. No one complained about running out of reading material.

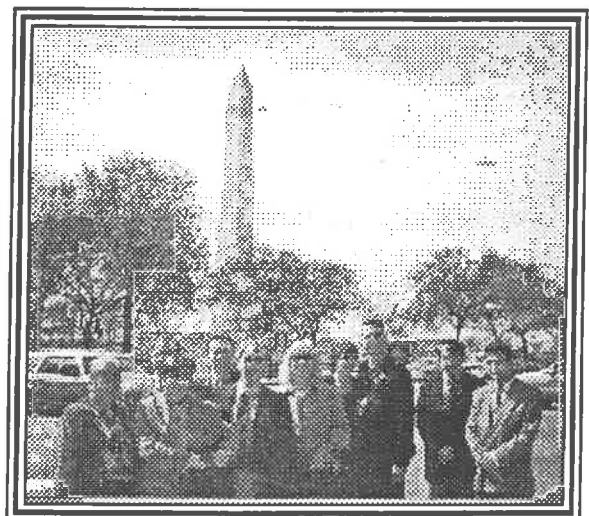
Because we spent half a day at the Holocaust Museum, we had "only" eight speakers address our group. The program began with Roy Gutman, whose reporting on Serb atrocities in Bosnia produced numerous awards, including a Pulitzer prize. As President of the "Crimes of War Education Project" at American University, Gutman facilitates discussions between legal scholars and field reporters concerning the laws of war. His book, *Crimes of War: What the Public Should Know* (1999) has appeared on many top seller lists. Gutman's presentation to our group was a hard-hitting as his journalism and produced too many questions for him to answer. The only other speaker who could match Gutman for intensity was our next expert, Holly Burkhalter, Advocacy Director for the NGO, Physicians for Human Rights. Burkhalter was one of the first strong advocates for a U.S.-led NATO intervention in Kosovo in order to prevent a reprise of the earlier Bosnian genocide in the Balkans. Her consistent position that military interventions are necessary to stop potential genocides from becoming full-blown holocausts has at times left her alone in the human rights community, many of whose members have pacifist proclivities.



"The Usual Suspects"

Above, 1-r: Majed Khader (Marshall U.), Pat Ryan (Fairmont State), Mike Strada (West Liberty), Mike Smith (Glennville State), Dick Garnett (Marshall U.), Arline Thorn (WV State), Phil Adkins (West Liberty), Ann Levine (FACDIS), Susan Herrick (West Liberty), Jessica Vener (WVU), and Paul Hoyt (WVU)

Below: Group in front of Washington Monument



Completing the Wednesday program, head of the North American Delegation of the International Committee for the Red Cross (ICRC), André Pasquier, explained how he and his colleagues cannot afford to indulge the passionate impulses oozing from the presentations by Roy Gutman and Holly Burkhalter: As the world's staunchest promoter of rules of war via the Geneva Conventions, the ICRC cannot take sides, regardless of who may be right or wrong in an international dispute. The willingness of combatant nations to allow Red Cross representatives to have access to prisoners of war depends on Red Cross neutrality, frustrating as that may, at times, prove to be.

On Thursday, we met with Edward Stutman, Office of Special Investigations in the Justice Department, a lawyer who has prosecuted various high profile U.S. Nazi-deportation cases, such as John Demjaniuk. Stutman's first-hand court room experience in what is widely regarded as the most successful governmental Nazi-hunting agency in the world provided numerous fascinating personal insights concerning both the individuals and issues involved.

The remainder of our day revolved around a trip to the Holocaust Museum. Since only two members of our delegation had visited the Museum previously, this marked the high point of the trip for most of us. After a brief overview from a guide, each of us embarked individually on the three-hour experience. There is so much to the Museum, and so much of it affects different people differently, that the individual (not group) pace seems essential to me. Also, many of the exhibits require time to digest before discussing them with others, and I appreciated the personal space of doing it alone. The first section of the Museum is intentionally too narrow, creating a claustrophobic loss of social space that helps prepare the visitor for the emotions evoked in the remainder of the experience. In general, the exhibits were not nearly as gruesome as they might have been. We have all seen photos much worse than the majority of these exhibits, and the visitor is presented with myriad facts without unnecessary editorializing. I found it almost as informative as it was moving, and I think that it is very effective tool for educational purposes. In addition, extensive educational materials are available to educators free of charge (e-mail: [education@ushmm.org](mailto:education@ushmm.org)).

We completed the Museum visit with presentations by Jerry Fowler, who directs the Committee on Conscience, which works to educate policy makers and the public about genocide, and Stephen Feinberg, who directs the Mandel Teacher Fellowship Program, aimed at training a corps of secondary school teachers who can serve as holocaust education resources. For more information, visit the Museum's website: <http://www.ushmm.org/>

We began Friday sifting through heavy security to enter the State Department, where we met with Pierre-Richard Prosper, Special Counsel for the Office of War Crimes Issues, the office charged with formulating U.S. responses to violations of humanitarian law. Mr. Prosper talked in detail about the landmark case that he prosecuted. For two years he served as prosecutor for the War Crimes Tribunal in Rwanda, where he won the first-ever case of genocide under the 1948 Convention, and convinced the international court, for the first time, that rape in time of conflict constitutes genocide. From State we went to the U.S. Institute for Peace, where Neil Kritz, Director of the Rule of Law Program, talked to us about the Institute's role in laying the groundwork for U.S. and international action in Rwanda, Bosnia, and Indonesia.

Our program concluded with a luncheon talk at the City Club by Paul Frandano, Chief of the Societal Issues Group at the CIA. Noting that this kind of exchange between the CIA and academics is rather new, he seemed to revel in the opportunity to talk about the new horizons now being pursued by his agency. He also reported on a recently-completed empirical study of case studies in "nation-state failure," which FACDIS has and can make available to any interested faculty members.

The Scholar-Diplomat Program is consistently FACDIS' highest rated activity by faculty participants, and this year's program was no exception. One faculty member wrote: "I learned an enormous amount in a short period of time. It was a concentrated, well-planned, well-presented program. I believe that now I can discuss the definitions and examples, as well as the more general issues of genocide, ethnic cleansing, prosecuting war crimes, and crimes against humanity. I was not very aware of the recent tribunals, and I had always had a great skepticism about the will of nations, or the United Nations, to do anything about genocide. The commitment—and I must say optimism—of the people with whom we came into contact inspired me to take another look at my own feeling that humanity never learns the lessons of history."

***Workshops 2000:  
Is Sustainable Development Feasible?***

November 9-11, 2000

Our 20<sup>th</sup> Anniversary celebration will be held at Lakeview Scanticon in Morgantown  
Thursday afternoon-Saturday morning, November 9-11

The expanded 3-day event will feature four distinguished consultants,  
two keynote speakers, and three Saturday morning pedagogical workshops

**Don't miss this long-awaited event!**

Registration information and program will be mailed to all members in September

**2000 FACDIS International Studies Summer Institutes for Teachers  
Alumni-Study Tour to Mexico**

Cuernavaca, Mexico

June 24-July 6, 2000

For twelve summers, FACDIS has sponsored "International Studies Summer Institutes" for West Virginia teachers. Funding from the West Virginia State Legislature has permitted these institutes to be held at both Marshall University and WVU, usually for two weeks at each site for 20-25 teachers. These Institutes typically draw many repeat "customers" -- in fact, one seventh-grade social studies teacher has attended *eight* programs.

Last summer, FACDIS Institutes were organized on the topic of *Fitting North America into the Curriculum* that included, in addition to two weeks of on-campus instruction, a weekend trip to Toronto. The lead instructor for the program was Joe Super (History, WVU). With Joe's encouragement and leadership, this summer we have organized an "alumni" trip to Mexico! Twenty-one teachers from our "alumni" pool have been selected to participate, along with Joe Super and Ann Levine who will serve as group leaders. The trip will also offer three-hours of professional development graduate credit.

Cemanahuac Educational Community, a language school in Cuernavaca, will host our program, and provide all educational activities and site visits/field trips. Cuernavaca, a city of almost one million people in central Mexico, is about an hour south of Mexico City. It is well-known for its delightful climate, and is often referred to as "the city of eternal springtime." Its proximity to Mexico City will permit the group to make two day trips to the capital to see the renowned Museum of Anthropology, as well as a trip to the Saturday bazaar and a visit to an art museum.

In addition to education activities and site visits, plus roundtrip airfare, FACDIS will also cover the lodging costs of the trip and some meals. Just over half the teachers participating in the trip have attended past Institutes at WVU, and almost half were at Marshall. They all are looking forward to the trip and the opportunity to use what they learn about our closest southern neighbor to "fit Mexico" into their curriculum

## UPCOMING MEETINGS AND OPPORTUNITIES OF INTEREST

### Two Regional Workshops/Institutes

#### **Call for Participants in a College Faculty Workshop**

**Theme:**

*Individuals and their Global Communities:  
Changing Paradigms of Identity*

On Monday, May 22, 2000, the area studies programs at the Center for International Studies (CIS) at the University of Pittsburgh are organizing a workshop on the topic, "*Individuals and Their Global Communities: Changing Paradigms of Identity.*" CIS encourages an association between FACDIS faculty and Pitt's Centers for Asian Studies, Latin American Studies, Russian and East European Studies, and West European Studies. The workshop, from 9:30 am to 3:30 pm, will be held on the Oakland Campus in Room 2K56 Posvar Hall (formerly Forbes Quad). Lunch will be provided.

While invited panelists will make opening remarks at each roundtable, all attendees are encouraged to participate actively in the discussion sessions. Roundtables include:

- #1: **Cultural Identity:** Is there a European, Asian, Latin American Identity? Is a cultural identity more likely to cross national lines in certain parts of the world? Is the growing strength of nationalism resulting in the declining importance of cultural ID?
- #2: **Religious Identity:** What is the relationship between religious expressions and expressions of identity? How are transnational, ethnic and subethnic identities expressed or blurred in religious practice? What is the role of religion in allaying or exacerbating conflicts between ethnic or "national" entities?
- #3: **Race, Class, and Gender in Cross-National Perspective:** How do race, class, and gender intersect in people's experiences and identities? How do those intersections vary across regions and over time? How are the "new" institutions of the global economy, regional governments, and contemporary nation-states built on intersecting axes of gender, race, and class?

The keynote speaker is Nancy Condee, Professor of Slavic Languages & Literatures, and Director of the Graduate Program of Cultural Studies at Pitt.

FACDIS members Art Barbeau (History, West Liberty State College) and Mika Roinila (Geography, WVU) are panelists, along with other participants from Pitt and Washington and Jefferson College.

If you are interested in this workshop, contact: Diana Marston Wood, 4E37 Posvar Hall, University of Pittsburgh, Pittsburgh PA 15260; Phone: (412) 648-7411; Fax: (412) 648-2199; email: dmwood+@pitt.edu. If you wish to attend, put the date of **May 22** on your calendar. There is no charge to attend the workshop, but pre-registration is required by May 1.

#### **Summer Global Studies Program for Educators "Asia and Africa" University of Virginia: June 29-July 3, 2000**

In the summer of 2000, the Global Studies Program for Educators joins forces with the annual UVA "Summer on the Lawn" studies project to examine the pressing political, ethical and scientific issues that are shaping life around the globe. Africa and Asia, the global regions of greatest population growth, severest developmental upheavals, most pressing health challenges, and most intense religious conflict, provide the regional focus of this institute.

Friday, June 30 will focus on "Global Ethical Challenges: Religion, Ethics and Science in the New Global Setting." Saturday (July 1) will concentrate on Asia and Asian values; Sunday (July 2) will examine Africa in Perspective. Program faculty are leading University of Virginia faculty specialists from a variety of disciplines, and there will also be opportunities to discuss practical applications for using the material in the classroom.

Fees include the program, materials, meals, lodging on the Lawn or in air-conditioned dorm rooms (if that option is chosen). The program with lodging is \$700; the program with meals only is \$570. The two optional additional practical application working sessions for educators are \$50.

For more information, contact: Lawrence E. Adams, Program Director, Center for University Programs, PO Box 3697, Charlottesville VA 22903; (800) 346-3882; e-mail: uvaseminars@virginia.edu

## MEETINGS (cont.)

**National Council of Organizations of Less Commonly Taught Languages (NCOLCTL) Annual Conference.** May 6-8, 2000. Washington, DC. For further information contact: Scott McGinnis, Executive Director, NCOLCTL, National Foreign Language Center, Suite 400, 1619 Massachusetts Avenue, NW, Washington, DC 20036; e-mail: [smcginnis@nflc.org](mailto:smcginnis@nflc.org); web: [www/councilnet.org/](http://www/councilnet.org/)

**Conference on "Ethnic and Religious Conflict."** May 18-19, 2000. Ohio University, Athens OH. Theme: *Ethnic and Religious Conflict in Cross-Cultural Perspective*. For more information contact: Polly Sandenburgh, Interethnic and Religious Conflict Conference, Ohio University, Center for International Studies, Burson House, Athens OH 45701; (740)593-1842; Fax: (740)593-1837.

**World History Association Ninth Annual International Conference.** June 22-25, 2000. Northeastern University, Boston MA. Theme: *World History as a Research Field*. The meeting will be followed by a two-day workshop on "Teaching Environmental World History," June 25-26. For questions, contact Conference Chair Pat Manning, Dept. of History, Northeastern University; (617) 373-4453; Fax: (617) 373-26611 email: [manning@neu.edu](mailto:manning@neu.edu). For information on registration and lodging, visit conference website: [www.whc.neu.edu/wha2000](http://www.whc.neu.edu/wha2000)

**American Association of Teachers of French (AATF).** July 17-20, 2000. Palais des Congrès, Paris, France. Contact: Jayne Abrate, Executive Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois Univ., Carbondale, IL 62901; (618) 453-5731; Fax: (618) 453-5733; email: [abrate@siu.edu](mailto:abrate@siu.edu); Web: <http://aatf.utsa.edu/>

**International Political Science Association (IPSA).** August 1-5, 2000. Québec City. Theme: *World Capitalism, Governance and Community: Toward a Corporate Millennium?* For information contact: John C. Berg, Department of Government, Suffolk University, Boston, MA 02114-4280; (617)573-8126; Fax: (617)367-5762; email: [jberg@world.std.com](mailto:jberg@world.std.com) web: [www.cas.suffolk.edu/berg/jberg.html](http://www.cas.suffolk.edu/berg/jberg.html)

**American Association of Teachers of Spanish and Portuguese (AATSP).** August 2-6, 2000. Caribe Hilton Hotel, San Juan, PR. Contact: AATSP, 210

Butler Hancock Hall, Univ. of Northern Colorado, Greeley, CO 80639; (970) 351-1090; Fax: (970) 351-1095; e-mail: [lsandste@bentley.unco.edu](mailto:lsandste@bentley.unco.edu)

**19<sup>th</sup> International Conference for Historical Sciences: Oslo 2000.** Themes: *Perspectives on Global History, The Uses and Misuses of History, and Millennium, Time and History*. August 6-13, 2000 in Oslo. Contact: Secretariat of the Congress, Univ. of Oslo, PO Box 1008, Blindern, -0315 Oslo, Norway; e-mail: [oslo2000@hf.uio.no](mailto:oslo2000@hf.uio.no); web: [www.hf.uio.no/oslo2000](http://www.hf.uio.no/oslo2000)

**American Sociological Association (ASA) Annual Meeting.** August 12-16, 2000. Washington, DC. Theme: *Oppression, Domination and Liberation: Challenges for the 21<sup>st</sup> Century*. 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 31-Sept. 3, 2000. Washington, DC. Theme: *Political Science as a Discipline? Reconsidering Power, Choice & State at Century's End*. For further information contact: APSA, 1527 New Hampshire Ave., NW, Washington DC 20036; (202) 483-2512; web: <http://www.apsanet.org>

**20<sup>th</sup> Annual Lilly Conference on College Teaching**  
November 16-19, 2000  
Miami University, Oxford, OH

The International Alliance of Teacher Scholars (IATS) sponsors annual and regional teaching conferences. Called "Lilly Conferences" (original funding was from Lilly Endowment), they are retreats that combine workshops, discussion sessions, and major addresses, with opportunities for informal discussion about excellence in college and university teaching and learning. Internationally-known scholars join new and experienced faculty members/administrators from all over the world to discuss topics such as incorporating technology into teaching, encouraging critical thinking, using teaching and student portfolios, implementing group learning, and evaluating teaching. The program started at Miami University, and returns there for the 20<sup>th</sup> Annual Conference. **Proposals are due July 1.** For more information on the conference and on paper submissions, visit website at: <http://www.muohio.edu/lillycon/> or contact Melody Ayn Barton at (513) 529-6648; email: [LillyConference@MUOhio.edu](mailto:LillyConference@MUOhio.edu)

## SUMMER FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### PAWSS 2000 Summer Faculty Institute in Amherst *Conflict, Sovereignty, and Intervention: What Role for International Community?*

The 16<sup>th</sup> annual Five College Program in Peace and World Security Studies (PAWSS) Summer Faculty Institute on World Security Affairs will be held **June 14-16, 2000**, on the campus of Amherst College in Amherst, MA. The theme is "*Conflict, Sovereignty, and Intervention: What Role for International Community?*"

Approximately 35 faculty will be accepted to participate in the Institute, designed to explore the discourse and practice of "humanitarian intervention" in societies suffering from ethnic conflict. Since the end of the Cold War, the U.S., the UN, NATO, and other intergovernmental bodies have intervened in a score of conflicts to end the slaughter of civilians and to protect human rights. These interventions have sparked an international debate about the limits of sovereignty and the use of military force by governments and international bodies to protect people at risk.

The institute will attempt to explore the growing debate over "humanitarian intervention." Among the questions we will address are: What is the nature of contemporary conflict? What is the meaning and future of sovereignty in the 21<sup>st</sup> century? When is "humanitarian intervention" justified? Who should intervene? How should the intervention be carried out? What set of international institutions and laws provide legitimacy for these interventions? Can "humanitarian interventions" lead to more just societies?

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. A wide range of distinguished analysts have been invited to address the above topics, including Allison Des Forges (Africa Watch/Human Rights Watch), Brian Hehir (Harvard University), Hurst Hanum (Fletcher School of Law and Diplomacy), Peter Uvin (Brown University), Martha Finnemore (George Washington University), and Richard Falk (Princeton University).

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.

Online registration and schedules at:  
<http://pawss.hampshire.edu/programs/institute/>

For further information contact: Yogesh Chandrani, Asst. Director, PAWSS, Hampshire College, Amherst MA 01002; (413) 559-5367; Fax: (413) 559-5611; e-mail: [pawss@hampshire.edu](mailto:pawss@hampshire.edu)

### Center for International Business Education and Research (CIBER) Workshops

**CIBER-7 Pedagogy Workshop:** June 1-4, 2000, UNC-Chapel Hill. A workshop of ideas and tools to enhance the context of business classes, presented by experts from Indiana University, UNC, Michigan State, William and Mary, and others. Session topics include video conferencing for collaboration across borders; case method workshop; distance education; study tours and exchanges; website development for international business courses; web resources; simulations; video and CDS as aids to teaching, and much more.

Registration by May 1: \$300. Late registration is \$350. Discounts for additional persons from same institution (up to 3). Transportation and lodging (The Siena Hotel: 800-223-7379) not included. Send registration to Indiana University CIBER, Kelley School of Business, 1309 East Tenth St., Bloomington IN 47405-1701. For information contact: Paula Scherschel, (812) 855-1716; Fax: (812) 855-9006; email: [pschersc@indiana.edu](mailto:pschersc@indiana.edu)

**CIBER Workshop for Language Faculty and Professionals:** June 15-17, 2000. Ohio State University, Columbus, Ohio. Designed for language faculty interested in learning more about how business curricula are constructed; about new trends in learning for professional students; how to understand and teach using the case method; how to integrate business concepts and pedagogy into the language classroom; and how business environments vary from culture to culture.

Registration for the workshop is \$250, and includes instruction, materials, some meals. Transportation, lodging and dinners are not included. Lodging available at Holiday Inn on the Lane (614)-294-4848), across street from conference site at OSU's Fisher College of Business. For information contact: Melynda Benlemlih, Asst. Director for Programs, (614) 292-3208; email: [benlemlih.120@osu.edu](mailto:benlemlih.120@osu.edu). You may also register for conference on web at: [www.cob.ohio-state.edu/ciberweb](http://www.cob.ohio-state.edu/ciberweb)



**Creative Problem Solving Institute**  
**June 18-23, 2000 - Buffalo, NY**

FACDIS member, Marian Liddell (Family and Consumer Sciences, WVU) recommends a conference that she says will "awaken your creative thinking ability." Each summer, the Creative Problem Solving Institute (CPSI) offers a variety of programs to stretch your creative thinking powers. Over 1,000 participants from 30 countries spend a week on the campus of the State University of New York at Buffalo, in their pursuit of becoming better thinkers. The conference attracts professionals from a variety of disciplines and careers, and a youth program attracts youngsters from ages 8-18, so that it can also be a family adventure.

The summer's 46<sup>th</sup> annual institute will include group experience programs in learning methods for Creative Problem Solving, leadership programs, and choices from over 200 short sessions, led by experts in the fields of applied creativity and creativity research.

The full 6-day program is \$825 plus meals and housing. A full meal plan and on-campus housing are available. A 4-day training program is also available, and registration is \$660 plus meals and lodging.

Details on housing and registration can be accessed on the web: [www.cef-cpsi.org](http://www.cef-cpsi.org) or request brochure by calling (800) 447-2774; email: [cefhq@cef-cpsi.org](mailto:cefhq@cef-cpsi.org)

**Summer Institute for Intercultural Communication:**  
**Portland, Oregon**

Now in its 24<sup>th</sup> year, this annual summer institute will offer a range of workshops and seminars designed to meet the needs of professionals in the areas of intercultural and multicultural education, training, business, counseling, and consulting. A variety of programs explore the foundations of intercultural communication, develop greater skills and a broader knowledge in the field, gather resources, and network with other professionals. Over 40 separate workshops offered during three sessions (Session I: July 12-14; Session II: July 17-21; and Session III: July 24-28). For a complete brochure contact: The Intercultural Communication Institute, 8835 SW Canyon Lane, Suite 238, Portland, OR 97225; (503) 97-4622; email: [ici@intercultural.org](mailto:ici@intercultural.org); web: [www.intercultural.org](http://www.intercultural.org)

**Foreign Language Summer Institutes in D.C.**

The National Capital Language Resource Center in Washington, DC is organizing three two-day summer institutes, scheduled for the last week of June, 2000. The institutes will focus on teaching learning strategies, implementing portfolio assessment, and teaching with technology. Each session will provide participants with practical classroom techniques. The registration fee is \$125 per session, and participants may elect to attend one or more sessions, all of which will be held on the campus of George Washington University. Sessions are: *Teaching Learning Strategies in the Foreign Language Classroom* (Monday-Tuesday, June 26, 27) *Implementing Portfolio Assessment in the FL Classroom* (Wednesday & Thursday, June 28, 29) *Teaching with Technology in the FL Classroom* (Friday and Saturday, June 30-July 1) Registration deadline is **May 15, 2000**. For more information on the institutes, as well as information about lodging in the DC area, contact: National Capital Language Resource Center, 2600 Virginia Ave., NW, Suite 105, Washington, DC 20037; (202)739-0706; email: [nclrc@gwu.edu](mailto:nclrc@gwu.edu); [www.cal.org/nlrc/suinst.htm](http://www.cal.org/nlrc/suinst.htm)

**ADFL East: June 29-July 2 in Delaware**

ADFL East, organized by the association of Departments of Foreign Languages, will be held at the University of Delaware from June 29-July 2. This year's seminar, on the theme *Looking to the Future*, will focus on the role languages might play in the next century in an educational framework that is undergoing extensive transformation. The \$250 registration fee includes preseminar workshop, most seminar meals, but not housing. For more information, visit ADFL web site at [www.adfl.org](http://www.adfl.org) or contact Elizabeth Welles, Director, ADFL, 10 Astor Place, New York NY 10003-6891; (212) 614-6323; email: [adfl@mmla.org](mailto:adfl@mmla.org)

**Foreign Language Summer Institutes in Iowa**

The National K-12 Foreign Language Resource Center organizes Summer Institutes for teachers and teacher educators. Programs are held at Iowa State in Ames. "Temas Añejos de América Latina: Creating Thematic Units" (July 5-15) and "New Technologies in the Foreign Language Classroom" (August 5-13). Deadline to apply for scholarships: **April 30**. Contact: NFLRC, N131 Lagomarcino Hall, Iowa St. University Ames, IA 50011, (515) 294-6699; email: [nflrc@iastate.edu](mailto:nflrc@iastate.edu); web: [www.educ.iastate.edu/nflrc](http://www.educ.iastate.edu/nflrc)

## 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 2001-2002 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 openings 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 full-year awards, one dependent; maintenance allowance; tuition allowance for school-age children; and book and 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 distinguished chairs awards in Europe, Canada and Russia (Deadline: **May 1**); Spring/summer seminars in Germany, Korea and Japan for international education and academic administrators as well as for the summer German studies seminar (**November 1**).

For more information and applications contact: Fulbright Senior Scholar Program, Council for International Exchange Scholars, 3007 Tilden Street, NW, Suite 5L, Box GNEWS, Washington, DC 20008-3009; (202)686-7877. Web Page (on-line materials): <http://www.cies.org> E-mail for general information: [scholars@cies.iie.org](mailto:scholars@cies.iie.org) or e-mail for application requests only: [apprequest@cies.iie.org](mailto:apprequest@cies.iie.org).

### **Smith Richardson Foundation Junior Faculty Research Grant Program**

The Smith Richardson Foundation's International Affairs 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 three 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.

Research proposal should not exceed 10 pages, and must describe the problem to be examined; explain how project will contribute to an understanding of the problem; give overview of the literature; list specific research questions that book will answer; describe the approach and sources of information that the researcher will use; and describe the organization of the book. Applicant must also include a c.v., a budget, a work timetable, and cover letter that summarizes research.

Applicants must have a PhD, preferably in political science, public policy, policy analysis, political economy, or history. Application Deadline: **June 1, 2000**.

### **Jennings Randolph Program for International Peace Senior Fellowships**

The U.S. Institute of Peace invites applications for 10-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 15, 2000**. Contact: Jennings Randolph Program for International Peace, 1200 17<sup>th</sup> Street NW, Suite 200, Washington DC 20036-3011; Phone: (202)429-3886; Fax: (202)429-6063; e-mail: [jrprogram@usip.org](mailto:jrprogram@usip.org) Web: [www.usip.org](http://www.usip.org)

### **IREX Travel Grants**

IREX travel grants are awarded for scholarly projects in the social sciences and humanities focusing on Central and Eastern Europe, Eurasia, and Mongolia. Grants are approximately \$3,000.

Requirements include: US citizenship or permanent residency, and PhD or equivalent. Application deadline is **June 1, 2000**. Contact: International Research Exchange Board, 1616 H Street, Washington DC 20006; e-mail: [irex@irex.org](mailto:irex@irex.org) or web: [www.irex.org](http://www.irex.org)

## NEWS AND NOTES

Fairmont State College held its annual International Celebration during the week of March 21. Exhibits, music, and foreign films enhanced the celebration.

West Virginia State College will host the 9<sup>th</sup> Annual Multicultural/International Awareness Festival on April 27. Activities will include music, dance, folklore, international food sampling, displays and booths, and the opportunity to expose students to many different types of cultures.

West Virginia University's Department of Foreign Languages hosted more than 700 secondary school students at the annual Foreign Fest on April 6.

Wheeling Jesuit University has received a Title VI grant from the US Department of Education for their project "Strengthening International Studies and Modern Languages." Michael Snarr (Political Science) is Project Director, along with David Kilroy (History). The grant will fund the creation of new International Studies courses or modify existing ones to include a significant international component; will help enhance faculty understanding and ability to incorporate a cultural component into their new International Studies and Modern Language courses through workshops; funds for travel to other workshops and conferences; funds to create a lecture series at WJU on international topics; and funds to acquire additional journals, videos, and other instructional materials to enhance research and teaching of International Studies and foreign languages. Funding for this programs is typically for two years (consortia funding is for 3 years). This very competitive grant program has annual deadlines in early November. Contact the FACDIS office, or Snarr and Kilroy at WJU, if your institutions might consider applying to this federal grant program.

Harm de Blij (Geography, Marshall University) received an honorary degree from Michigan State University in December 1999. As John Deaver Drinko Professor of Geography at Marshall, de Blij is an honorary FACDIS member.

Sandra Dixon (Foreign Languages, WVU) received the annual "Barbara R. Alvis International Community Volunteer Award" given by the WVU International Student Association at the annual International Dinner held in February at WVU.

Ken Martis (Geography, WVU) served as Program Chair and organizer of the recent 13<sup>th</sup> Annual Political Geography Specialty Group Pre-conference, held April 2-4 in Morgantown, prior to the Association of American Geographers Annual Meeting in Pittsburgh.

Michael Snarr (Political Science, Wheeling Jesuit U.) recently presented two papers at the International Studies Association meetings, is working on a second edition of his co-edited book, *Introduction to Global Issues* (Lynn Rienner Publishers), and will be editing with Juliet Kaarbo (Univ. of Kansas), Ryan Beasley (Baker College), and Jeff Lantis (College of Wooster) a book on "Contemporary Comparative Foreign Policy."

Donley Studlar (Political Science, WVU) recently gave several invited presentations at other universities. At the University of Oklahoma, he spoke on "The Third Way: New Politics for Europe?" for an interdisciplinary conference on European Affairs. At Southern Methodist University, he gave a presentation on "Constitutional Reform in Britain." At Wittenberg University, he presented "Tobacco Politics and Policy: A United States-Canadian Comparison." He will be spending the next four months at the University of Toronto as a Fulbright Senior Scholar where he will continue his research on Canadian and US tobacco regulation policy.

Michael Strada (Political Science, West Liberty State College) was the first faculty recipient of the West Liberty State College Excellence in Professional Activities Award, and has been asked to deliver the commencement address at West Liberty in May. Recently, he was quoted in the Sunday *New York Times* (March 5) in reference to his research on former draft-dodgers of the Vietnam War era, whom he calls "Americanadians." In addition, he has been interviewed by affiliates of the Canadian Broadcasting Corporation radio news on this subject, and has conducted over 15 separate interviews on the topic.

### Speaker's Bureau: Call for Applicants

The WV Humanities Council is establishing a *Speaker's Bureau*. Speakers are chosen for their expertise concerning a humanities topic, as well as demonstrated speaking abilities. Council will offer a stipend for each presentation, plus travel reimbursement. For more information and application, contact: Robert Herrick, program officer, (304) 346-8500; email: herrick@wvwhc.com

## INSTRUCTIONAL RESOURCES

### WebQuester from Dushkin: A New Academic Resource

Dushkin/McGraw Hill has recently introduced a resource that allows professors to integrate technology into their courses with a variety of easy-to-use online exercises. Materials have been developed to accompany courses in Anthropology, Economics, Sociology, International Business, International Relations, as well as other courses in the social sciences.

The format provides students with a series of interactive exercises based on selected sites on the World Wide Web, and also includes a course-relevant interactive glossary and additional activities to illustrate key concepts.

WebQuester includes "A Guidebook to the Web," (the general student guide) to help teach Web-based research, however WebQuester is independent of any particular textbook. Its Web sites focus on the material expected to be discussed in a course and assessment based on those sites. While it gives students access to current information available in their course of study, it also gives them experience using the resources of the web. Minimal computer skills are needed.

WebQuester consists of the online component as its primary focus, plus the student guide that discusses topics designed to help students not only work online, but approach the material in a critical way. The guidebook also provides each student with an individual registration number, necessary in order to register for the class online. The registration number also allows the student to appear on the instructor's roster and get credit for interactive work done online.

The WebQuester format is standardized across all WebQuester titles, and each contains approximately 20 topics traditionally covered within the course area. For each topic, three to four Web sites support the topic through examples, applications, and further discussion. There are one to three multiple choice questions per web site, which are automatically graded by WebQuester. In addition, there are two to three short-answer questions per topic, and one to three essay questions, that instructors grade online and send results via email to the student.

Additional links are also provided with each WebQuester as a resource for further study, and more

advanced students will find opportunities to investigate the topic further by following the links provided from these additional sites as well as links found in the various web sites themselves.

To preview WebQuester, go to:

<http://www.dushkin.colm/webquester>

Click on "Preview a WebQuester Title." In the drop-down box, select the WebQuester you wish to examine for possible adoption, then select one of the hyperlinked (highlighted) topics. Visit one or more of the web sites and answer some of the multiple-choice questions tailored to each site, to see how the program automatically grades the multiple-choice exercise and returns the score to the student. After students have registered, professors will be able to access these scores through the "Professor Home Page." By clicking on the student's score for a particular module, you can see and grade the short answer/essay question and e-mail that score back to the student.

The WebQuester booklets should be ordered for the class by your bookstore. Each student will need a book, since the unique keyword needed to register for the course is found inside the cover.

For further information, or to receive an instructor review copy of the "Guidebook to the Web," call Dushkin at (800) 243-6522 or email: Michelle Cannavo, [michelle\\_cannavo@mcgraw-hill.com](mailto:michelle_cannavo@mcgraw-hill.com)

### Web sites on the Environment and Natural Resources

Bob Duval (Political Science, (WVU) and his wife, Rebecca Barrett-Duval, a social research consultant, have compiled an extensive list of web sites dealing with environmental issues. In addition to sites of federal government agencies, offices, and programs, the list includes international governmental agencies, databases and data services, environmental organizations and NGOs, environmental businesses, newsletters, magazines, professional associations, and other guides to the environment. This 8-page list of very useful sites can be found in the Spring 2000 issue of *The West Virginia Public Affairs Reporter*, published by the WVU Institute for Public Affairs. The article (with interactive links) is available on the web. See web at: [http://www.polsci.wvu.edu/IPA/PAR/report17\\_2.html](http://www.polsci.wvu.edu/IPA/PAR/report17_2.html)

## Other Resources on the Environment and Sustainable Development

### Two Book Reviews by Michael Strada

Fisher, Julie. *Nongovernments: NGOs and the Political Development of the Third World*. Kumarian Press, 1998. \$24.95 paper.

Non-governmental organizations (NGOs) refer to grass-roots, private, issue-oriented citizen-groups attempting to influence politics. They involve service to the community, regardless of the level of community involved. If we live in an age when information empowers, then NGOs rely on this potent currency (information) in trying to get their way. Since academics have largely overlooked the increased role of NGOs, it is fitting that one of the few books to examine NGOs on a world-wide basis is written by a non-academic. Although she has taught a variety of international studies courses, and has a doctorate from Johns Hopkins in this field, Julie Fisher has contributed chiefly as an independent consultant and researcher. In scouring the literature for books examining the role of NGOs in the sustainable development dialogue, little materialized. In 1993, Julie Fisher published the first major work synthesizing the role of NGOs with the impact of the 1992 Earth Summit in Rio de Janeiro: *The Road from Rio: Sustainable Development and the Non-governmental Movement in the Third World*. Most of the extant research literature had focused on the politics of NGOs as shapers of "civil society." Fisher's research has helped to expand the scope of NGO studies beyond politics to the economic and environmental concerns of sustainable development --the general topic for FACDIS' 20<sup>th</sup> Annual Workshops next November.

More recently, Fisher has published *Nongovernments: NGOs and the Political Development of the Third World* (Kumarian Press, 1998), 237 pages. Here she argues that the rise of Third World NGOs has coincided with an erosion in the ability of public (nation-state) and private (corporate) sectors to solve key problems worrying their citizens. The gaps left by the two traditional (public and corporate) sectors has led inexorably to the rise of a third (civil) sector, a process that she says has occurred simultaneously in all regions of the Third World. Aside from their content, the very process of NGO-building is described as inherently valuable, when she argues that "the strength of civil society is roughly related to the sheer number of these intermediary organizations in any society."

Concerning the question of content, or what issues these many NGOs should be addressing (and in fact *are* addressing) she touts the "three horsemen of the global apocalypse: *poverty, environmental degradation, and population growth*." Case studies spanning the southern hemisphere are used to make the point that, despite huge obstacles to sustainable development, many bright spots can be highlighted. Veterans of the 1998 FACDIS program in Brazil will understand her praise for the city of Curitiba as a model of green planning and enlightened urban administration. Because of their very autonomy, Fisher sees NGOs as more pro-active than corporate or public actors. But the range of strategies for achieving their goals generally boil down to three. First, *isolation* from the state to build a mass base, strengthen private-sector networks, or create alternative approaches to sustainable development. Second, *advocacy*, or accepting direct communication with government about policy issues. As with isolation, a desire remains with advocacy to remain free from governmental control. Third, *cooperation*, or actively working with government to realize mutual goals. Cooperation can coexist with advocacy strategies, but always runs an inherent risk of cooptation. However, the strongest theme permeating the book is that "sustainable development policies should focus on supporting an emerging civil society's efforts to overcome the three horsemen of the global apocalypse--population, poverty, and environmental deterioration."

Kumarian Press's mission to educate in behalf of improving the lives of Third World peoples is a rarity among northern hemisphere publishers, and Julie Fisher's book contributes to that worthy effort.

French, Hilary. *Vanishing Borders: Protecting the Planet in the Age of Globalization*. Worldwatch/W. W. Norton & Co., 2000. \$13.95 paper.

Initially I had planned to conclude this section with reviews of two other recent books related to sustainability issues. However, when I saw Hilary French's brand-new book, I was drawn to it immediately. Ms. French does environmental research for the Worldwatch Institute, and her address to FACDIS' 1999 Scholar-Diplomat program in Washington was very well received by faculty participants. Her most recent book is *Vanishing Borders: Protecting the Planet in the Age of*

*Globalization* (Worldwatch Institute, 2000), 257 pages. In it she chronicles how the globalization of commerce has internationalized environmental issues in unforeseen ways. The eco-manifestations of globalization range from bio-invasions, to zebra mussels in the Great Lakes, to global warming, to deforestation, to the mono-crop fixation in global agriculture.

The chief theoretical chapter in *Vanishing Borders* analyzes the World Trade Organization's (WTO) November 1999 "Battle for Seattle" as a turning point in changing the terms of the debate from one focusing on free trade to one more concerned with the environmental implications of globalization--as epitomized by the WTO. Globalization has become a decidedly contentious issue. And surely the subsequent street protests at the World Bank and IMF meetings in April 2000 would provide additional fodder for French's opinions. She also notes the irony inherent in the realization that the protesters in Seattle each demonstrated against one perceived aspect of globalization. Yet, each's ability to do so derived, in part, from another aspect of globalization: the global revolution of communication technologies.

*Vanishing Borders* dovetails nicely with Julie Fisher's work, in that French credits NGOs with considerable agency: "As the breakdown of the Seattle talks demonstrated, civil society has become strong enough to stop global economic negotiations in their tracks," suggesting that global governance is no longer merely for governments. Environmental groups have grown from only 2 percent of transnational NGOs in 1953 to 14 percent by the mid-1990s. Included are many case studies, like that of MacMillan Bloedel, a Canadian forestry products company which agreed to end clear-cut logging in British Columbia after a Greenpeace campaign.

In response to the new status of environmental NGOs, French thinks that international institutions thus far impervious to participation by NGO representatives (like the United Nations and the IMF) ought to open themselves up to the global civil society that these NGOs represent. She also advocates a worldwide commitment to revamping the international treaties essential for integrating ecological considerations into the still-nascent rules of global commerce. "The creation of an international environmental infrastructure is necessary as a counterweight to today's growing economic powerhouses." In short, French thinks that these great global issues must be solved by putting globalization to work for us, instead of against us. ■MJS

### Two other Titles on Environment from Kumarian

Honadle, George. *How Context Matters: Linking Environmental Policy to People and Place*. Kumarian Press, 1999. \$24.95 paper. 240 pages.

Outlines alternative approaches for implementing policies designed to protect natural resources and promote sustainable development practices. Ties policy-making to the context of the people or place for which the policy is designed, and thus more likely to be effective. Drawing upon a range of disciplines, the book identifies specific elements of the natural resource condition and in the social and political settings that present opportunities, create implementation hurdles, and affect policy performance. A mix of examples from the North and South illustrate how such policy can succeed.

Henderson, Hazel. *Beyond Globalization: Shaping a Sustainable Global Economy*. Kumarian Press, 1999. 96 pages. \$10.95 paper.

Offers a critique of globalization which is creating a bubble economy at the cost of real, more local enterprises and livelihood. Author argues for the use of systems thinking and a more holistic approach as a way of breaking out of the narrow prism of GDP and market pricing that dominates conventional economic thinking. Henderson sets out a vision of the changes required to reshape the global economy toward social justice and sustainability at every level from global to the personal.

### Readers in Environmental Studies

Three readers from Dushkin/McGraw Hill:

*Sources: Notable Selections in Environmental Studies*. Theodore D. Goldfarb (SUNY-Stony Brook). Classic articles, research studies, and book excerpts that have shaped the study of environmental science.

*Annual Editions: Environment 00/01*. John L. Allen (U. of Connecticut, Storrs). Convenient, inexpensive access to 30 current articles from the public press.

*Taking Sides: Clashing Views on Controversial Environmental Issues*. Theodore D. Goldfarb (SUNY). This debate-style reader contains pro/con essays that analyze current controversies in environmental studies.

Visit web site at [www.dushkin.com](http://www.dushkin.com) to preview tables of contents. For more information, call sales specialist, Robin Zarnetske: (800) 243-6532, ext. 143 or e-mail her at: [robin\\_zarnetske@mcgraw-hill.com](mailto:robin_zarnetske@mcgraw-hill.com)

### CD-ROMS from Films for the Humanities & Sciences

#### ***Voyage in World History: The Interactive Atlas***

A comprehensive two CD-ROM set provides access to over 300 maps, 600 pages of text, hundreds of photos of artifacts, over 3 hours of audio, and 43 minutes of video on any historical period or cultures, from prehistory through the French Revolution. Arranged both chronologically and geographically, an interactive time line allows students to research world events in 36 scenarios, each dedicated to a historical period: its personalities, technology, ideas, and cultures. (For Windows). \$199.

#### ***The Troubled Century***

Explores the impact of the important people and events that shaped the 20<sup>th</sup> century. Utilizing role play, investigation, and decision-making activities, students gain an understanding of history in three key areas: The Struggle for Peace, Societies in Change, and Superpower Relations. Topics are supported by 800 pictures, 70 full-color maps, and 90,000 words of text. The Odyssey Scrapbook, on a separate CD-ROM, allows students to recreate an actual presentation by combining material from the program with other audio, visual, and text sources. (For Windows). \$149.00.

#### ***Inside the Cold War***

Featuring David Frost as host, this CD-ROM reconstructs the chain of events that brought the super-powers to the brink of war, and ultimately led to the collapse of Soviet Communism. Includes eight mini-documentaries on the history of the Cold War, previously classified documents, private letters, press reports, Oval Office recordings, NSC documents, other commentary by world leaders, including American presidents from Nixon to Bush, rare film footage of Soviet political/military leaders, and war footage from China, Vietnam, Central Africa, and Afghanistan. (For Windows). \$149.

#### ***World Population Atlas File***

This database resource brings a powerful distribution mapping tool to students in a variety of popular formats. Maps, created from population and other related data, can be saved to disk in graphic format, enabling students to present their findings clearly and concisely. Supporting the data and mapping system is a collection of international photographs with text which can be extracted from the program for instruction and student reports. Activity sheets support important concepts related to population trends. (For Windows or Macintosh). \$149.

#### ***The Image of the World – On CD-Rom***

##### ***An Interactive Exploration of Ten Historic World Maps***

This CD-ROM contains digital images of ten historical world maps dating from the 13th to the late 20th centuries, from the collections of the British Library. This unique program explores how our image of the world has changed from the medieval period to the present—from Ptolemy's geographical theories to today's satellite views—through ten key maps from c.1250, 1482, c.1490, 1530, 1550, 1668, 1787, 1822, 1886, and 1994. Following the progression of these maps, we observe the changing concept of the world: not only geographically but conceptually, from the earliest map, where the center of the world is located in Jerusalem, to our own day; from the imaginary mythological and religious symbols of the Middle Ages to the imaginary grids and grid-lines of today. Each map is shown in full detail, with information about its date, origin, and size. For each map there is audio commentary as well as the ability to read the text of the commentary on screen. The images and the text can also be printed or saved to disk. (For Windows or Macintosh). \$99.00.

#### ***Kenya: The Final Frontier***

Spotlights the Masai herders of Kenya and the challenges facing them as the development of Africa continues at an ever-accelerating pace. Modules include:

- *Lifestyle* - Challenges users to answer questions about the Masai way of life by viewing photographs.
- *Change and Development* - Examines outside influences on Masai culture.
- *Frontiers of Freedom* - Considers the impact of colonialism on Masai land use and grazing patterns.
- *A Fate Worse than Debt* - Demonstrates the link between Masai economic difficulties and environmental degradation.
- *All for One or One for All* - Airs Masai arguments both for and against sub-division of group ranches in pastoral areas.

An interactive map of Kenya—packed with information on politics, communications, topography, etc., places the Masai in their larger context as they strive to reconcile progress with tradition. (For Windows only.) \$89.00

(More CD-ROMS continued on next page)

## CD-ROMS (continued)

### *Japan 2000*

This CD-ROM investigates the crucial issues facing this remarkable country in the upcoming millennium. The program's seven major topics—Perceptions of Japan, Physical Geography, Transportation, Energy, Industry, Agriculture, and City Life—provide access to over 200 photos, interviews, statistical data, questions, maps, and stunning aerial footage on a wide variety of related subjects. Data can also be accessed by visiting six contrasting localities. A visit to the "newsroom" allows students to produce actual news stories using the data, graphics, and 35 minutes of video footage. Teacher notes include guidelines on the effective use of the program, as well as reproducible worksheets and open-ended geographical inquiries. (Can be used with either Windows or Macintosh). \$149.00.

### *Disappearing World*

Adapted from the award-winning Granada television series, this CD-ROM transports students to eight different indigenous societies, offering insights into each: its people, their way of life, and the problems they face today. From South America, through Europe and Asia, to Africa, Malaysia, and the South Pacific, students study the Basque of southern France; Kalasha of northern Pakistan; Kayapo of the Amazon; Mende of Sierra Leone; Mursi of Ethiopia; Kawelka of Papua New Guinea; Trobriander of Papua; and Lau of the Solomon Islands. Video introductions to each society highlight four main topics: male/female relationships; sources of wealth, knowledge, and power; religious beliefs; and the ways in which each society makes its living. A special search feature allows comparison of each society in relationship to the four topics. Ideal for geography, anthropology, and sociology courses, the CD-ROM enhances students' understanding of their own beliefs, values, and the societies in which they live. (For Windows.) \$149.00

### *Chernobyl: The Dead Zone*

This CD-ROM is based on an original 40-page essay that exposes the world's worst nuclear disaster, its environmental aftermath, and its cost in human misery. Featuring: actual on-site video of the worst affected areas; medical statistics on radiation illness, infant mortality rates, and other resulting illnesses; charts on the medical effects of radiation on organisms; exposé of government failures that led to deaths; visits to area hospitals; glossary of scientific and environmental terms; and maps of the most seriously affected areas. (For Windows or Macintosh). \$149.00

### *Learn Spanish Now!*

In addition to the basic program of "The Most Common Words in Spanish" and "Survival Phrases for Spanish," this special educator's package includes *GrammarPro!*, *Berlitz Interpreter*, *Word Translator*, *Accent Multilingual Word Processor*, the latest *Educator ToolKit*, *A Personal Tour*, and *A Spanish Adventure with Andrés*. In addition, the package includes the following titles, designed to reinforce the basics and to challenge the more advanced student:

*La ciudad de los dioses*: A retelling of the Aztec conquest as seen through the eyes of Cortés' personal assistant. For beginning students.

*Adiós Papá*: A young boy disappears from his affluent father's home in Barcelona. They hire a detective to determine if he has been kidnapped or merely run away.

*Un mercado para todos?* This article analyzes the NAFTA agreement and its impact on Mexico. It presents an informative cultural and historical account from early Mexican history to the present. For intermediate students.

*Oye! Verdad y ficción de una travesía milagrosa*: After stops in Hispaniola and Cuba, the explorer Cabeza de Vaca was left, along with 300 men, at Tampa Bay. For eight years they traveled westward. For intermediate students.

*Las Nubes*: This title introduces the famous lovers from *La Celestina*, and affirms that love, like the clouds, is eternal, yet always changing. For advanced students. (For Windows or Macintosh). \$249.00.

### *French Grammar Studio*

This interactive learning tool is a resource for intermediate students who wish to reinforce their conversational French. Through eighteen stories, students are introduced to contemporary French culture as they meet their French counterparts and test their mastery of French through interactive dialogues. This CD-ROM includes on-screen help, a contextual French/English dictionary, real-life locations, and native speakers. (For Windows only.) \$99.00.

For more information on these and other audio-visual and CD-ROM resources, contact:

Films for the Humanities & Sciences, PO Box 2053, Princeton NJ 08543-2053; (800) 257-5126, e-mail: [custserv@films.com](mailto:custserv@films.com), or visit web site at [www.films.com](http://www.films.com)



## ORGANIZATION OF INTEREST: *THE WORLD HISTORY ASSOCIATION*

The World History Association (WHA), founded in 1982, promotes scholarship and teaching in the field of world and comparative history. With the growing focus on what is now being called "globalization," this field has taken on an increasingly important role. "While world historians do not have ready answers for all questions about how to understand the contemporary revolution of globalization; they do have things to say about the long-term processes that created our current understanding of globalization," says Carter V. Findley, historian at Ohio State University, and the new president of the WHA. Findley wrote an article on the WHA for the December 1999 issue of the American Historical Association's newsletter, *Perspectives*.

Scholars and teachers in this fast-growing field meet annually in the World History association international conference every June; they also meet in conjunction with the annual AHA meetings in January; and convene with regional affiliates in fall meetings. From the 1981 AHA annual meeting when eight or ten people talked over the need for such an association, to today, when the WHA includes nearly 1,600 members from almost every state and many other countries, the upsurge of interest in world history teaching has been apparent. Since 1992, the number of AHA members reporting world history specializations has nearly doubled, while the number of faculty teaching world history courses in U.S. colleges and universities has increased from approximately 2,300 to 3,200, Findley reports.

At the recent AHA meetings in January, the WHA co-sponsored many sessions, including panels on "World History as a Research Field," "On the Silk Roads: The Many Roads of Nomadic Peoples," "Restoring Women to World History," "The Geographic Context for Teaching World History," "Teaching World History: Towards a Comparative History of Consumerism," and "Conflict in the Islamic World in the Modern Period."

The 9<sup>th</sup> Annual International WHA Conference will be held June 22-25, 2000 at Northeastern University in Boston, with a meeting theme of *World History as a Research Field*. This annual meeting is held variously in the U.S. and abroad. The meeting in June 2001 is planned for the University of Utah, and in 2002 will be at Seoul National University in Korea. For more information on the upcoming June 2000 meeting, visit conference web site at [www.whc.neu.edu/wha2000](http://www.whc.neu.edu/wha2000)

The WHA also engages its members through two publications, the *Journal of World History* and the *World History Bulletin*. Now in its 10<sup>th</sup> year, the *Journal* won the Council of Editors of Learned Journals' award for the best new journal of 1990. The *Bulletin* promotes the teaching of world history while the *Journal* promotes research. The *Bulletin* regularly publishes reviews of books and films for classroom use, articles about world history courses and programs, and a special supplement called "Centered on Teaching."

A recent issue of the *Bulletin* featured syllabi from Philip Curtin (Johns Hopkins University) and his former students, Laura Benton, David Sweet, and Helen Wheatley. Lara Benton (New Jersey Institute of Technology) also had an article on "The World, the West, and the Core Curriculum: Teaching Comparative Methods in Introductory Courses." (Contact the FACDIS office for copies if interested.)

The moderated WHA e-mail list is an active site with news, ongoing debates on new books and research topics, and discussion of pedagogical issues engaging contributors from all over the world. Join list serve at: [h-world@h-net.msu.edu](mailto:h-world@h-net.msu.edu). The WHA web site provides ongoing updates of information about the association: <http://www.thewha.org>

Individual memberships are \$30/1 year, \$55/2 year, and \$75/3 year. For more information contact: Richard L. Rosen, Executive Director, WHA, Dept of History and Politics, Drexel University, Philadelphia PA 19104; e-mail: [rosenrl@drexel.edu](mailto:rosenrl@drexel.edu)

\*\*\*\*\*

### World History Teaching Resources

*Perspectives on Teaching Innovations: World and Global History*. Essays from AHA's *Perspectives*, 1989-98, with an introduction by Robert Blackey. Cost: \$6/members; \$8/nonmembers. Order from AHA, 400 A St. SW, Washington DC 20003-3889, (202) 544-2422; e-mail: [pubsales@theaha.org](mailto:pubsales@theaha.org)

*Worlds of History: A Comparative Reader*. Kevin Reilly, Raritan Valley College. Volume I (to 1550); Volume II (since 1450). 2000, Bedford/St. Martins. *The New World History: A Teachers Companion*. Ross Dunn, San Diego State. 656 page guide to teaching issues. Contact Bedford/St Martin's for exam copies: (800) 446-8923; web: [www.bedfordstmartins.com](http://www.bedfordstmartins.com)

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

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

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

Ann Levine, *FACDIS Newsletter* Editor  
Department of Political Science  
West Virginia University  
PO BOX 6317  
Morgantown WV 26506-6317  
Phone: (304) 293-7140; Fax: (304) 293-8644

---

---

---

---

FACDIS NEWSLETTER

Ann Levine, FACDIS  
Dept. of Political Science  
West Virginia University  
PO BOX 6317  
Morgantown WV 26506-6317

Nonprofit Organization  
U.S. Postage  
PAID  
Morgantown, WV  
Permit No. 34