



THE WEST VIRGINIA FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
Volume IX, No. 4

April, 1989

FACDIS COMPLETES ANOTHER SUCCESSFUL YEAR

FACDIS is completing its ninth year as a consortium -- serving approximately 250 faculty in 21 West Virginia colleges and universities. The 1988-89 academic year has been a very good year, as we continued ongoing projects and undertook new ones. While our efforts have been recognized nationally by the American Association of State Colleges and Universities' presentation of the 1987 Mitau Award for Innovation and Change in Higher Education, we thought this year would be a good time to find out how those most directly involved and affected -- the faculty -- evaluated our first nine years.

When asked to evaluate FACDIS in terms of fulfilling its general purpose of faculty and course development in international studies/foreign language -- 63% of the respondents rated FACDIS "Excellent"; 36% responded "Good"; and 1% responded "Fair." In order of effectiveness of our specific programs, the FACDIS Newsletter and "Faculty Development" ranked highest, with "Course/Curriculum Development" emerging as third highest. When asked "What is the greatest contribution FACDIS makes to you and your colleagues?", the Annual Workshops and the opportunity for contact and exchange of ideas with colleagues around the state were mentioned most often. The Audio-Visual Loan program was also frequently cited as one of the most valuable programs, along with the FACDIS travel grant program. Interested FACDIS faculty can contact the FACDIS office for a more complete summary of the evaluations and faculty comments.

During the coming months, the FACDIS Co-Directors will continue to analyze the responses, and pay particular attention to suggestions for improvement. We are grateful for your feedback, as our goal is to be as responsive as possible to the needs and interests of our faculty members.

High points of this year's activities included the Ninth Annual Workshops held last November for 95 faculty on the topic of "Crisis and Change in the World." Faculty committees have been hard at work this semester planning our Tenth Annual Workshops on the topic of "Global Economic Trends."

(continued on page 2)

INDEX

Another Successful Year	1-2	Summer Opportunities	7-8
Nation's Governor's Report	3	Grants/Fellowships	9-10
FACDIS News & Notes	4-5	FACDIS Faculty Reports	11-15
Calendar of Meetings	6-7	Resources for Teachers	16-19

ANOTHER SUCCESSFUL YEAR (cont.)

Please put the dates of November 9-10, 1989 on your calendar NOW, and plan to attend the Tenth Annual Workshops at the Sheraton Lakeview in Morgantown. The three major topics to be addressed are:

- "Economic Development: Social and Cultural Costs in the Third World"
- "United States-Japanese Trade Relations"
- "Toward 1992: Fundamental Reform in the European Economic Community"

The keynote speaker for the workshops will be Dr. Kenneth Boulding, Distinguished Professor of Economics Emeritus at the University of Colorado. Past president of the American Association for the Advancement of Science as well as the American Economics Association, Dr. Boulding also helped to found the Consortium on Peace Research and Education (COPRED) and has been deeply involved in peace studies. A noted scholar in the field of economics and in international affairs, he has published many books, including Evolutionary Economics and Ecodynamics. We are honored to welcome this distinguished scholar to our Workshops. (Full details on sessions/consultants will be sent in September.)

Other highlights of the 1988-89 year have included FACDIS' receipt of a \$64,000 grant from the US Department of Education Group Projects Abroad Program to take 12 West Virginia public school educators to China and Japan for six weeks this summer (see February, 1989 FACDIS NEWSLETTER, page 1). Dr. Jack Hammer-smith, Co-Director of this project, will lead the six-week study tour -- June 26-August 7. The group will spend four weeks in China and two weeks in Japan. The receipt of this grant allows FACDIS to further implement its long-term plan of cooperation between higher education and public school education in the vital area of international studies.

Another project the FACDIS office has been working on this semester has been the revision and production of a new A-V catalog of international studies/foreign language materials available from the West Virginia University Audio-Visual Library. Before the semester is over, all FACDIS members should receive a copy of this new, bound catalog of well over 300 audio-visual and simulation materials. All materials in our original (1983) catalog, plus all materials listed in our Supplementary catalog, are included in this new edition. This new resource should be very helpful to our faculty members in planning classroom audio-visual and simulation usage for the next academic year -- and for years to come. As FACDIS members know, since 1983 FACDIS has paid all postage and handling charges for borrowing materials listed in our catalogs. THIS POLICY APPLIES ONLY TO FACDIS MEMBERS IN WEST VIRGINIA INSTITUTIONS. Since 1983, over 2,000 materials have been loaned to FACDIS members.

Also on the A-V front, FACDIS recently learned that it has received a \$1,000 mini-grant from the Northeast Asia Council of the Association for Asian Studies (AAS) to purchase the 13 part video series: FACES OF JAPAN. Many thanks to FACDIS member, Art Barbeau (History, West Liberty St. College) for helping get this mini-proposal together. These videos are included in the new catalog.

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)

NATION'S GOVERNORS HOPE TO SPUR NATION TO "GET GLOBAL"

On February 25, 1989, the Task Force on International Education, National Governors' Association, released its report: "America in Transition--The International Frontier." In this important report, the nation's governors recommend an international focus in the curriculum. The report recommends increased emphasis in high schools on world history, world cultures and foreign languages, with foreign language instruction beginning as early as first grade. It also says all college graduates should be conversant in a second language --as part of an effort to make the U.S. more competitive in world trade.

Gerald L. Baliles, Governor of Virginia and Chairman of the National Governor's Association has set up six task forces to study ways of improving America's position in international dealings: foreign markets, international education, research and technology, domestic markets, transportation infrastructure, and children. The task force on international education's report stresses that "It is time to learn languages. It is time to learn geography. It is time to change our thinking about the world around us. For we cannot compete in a world that is a mystery 'Beyond our Borders'." The report goes on to say that it is time for the Governors to take the lead in creating an international focus for our education system -- from preschool through graduate school and beyond.

The task force lists the following objectives for state action:

- * International education must become part of the basic education of all our students.
- * More of our students must gain proficiency in foreign languages.
- * Teachers must know more about international issues.
- * Schools and teachers need to know of the wealth of resources and materials, other than textbooks, available for international education.
- * All graduates of our colleges and universities must be knowledgeable about the broader world and conversant in another language.
- * Business and community support of international education should be increased.
- * The business community must have access to international education, particularly information about export markets, trade regulation, and overseas cultures.

The report encourages states to increase language and social studies requirements for admission to state colleges and universities, along with requiring an international element in all majors. It encourages states to reward programs that have an international emphasis, and to help institutions share their academic expertise with school districts and the business community. It also highlights the importance of study abroad opportunities.

The report recommends that governors, together with other politicians, educators, and business leaders, develop comprehensive plans for their states, including steps to improve international study at all levels of education.

For the official copy of the report, "America in Transition," which includes charts and graphs, send \$10.95 (must be prepaid) to: National Governor's Association Publications, 444 North Capitol St., Suite 250, Washington, DC 20001-1572; (202)642-7880. (Or contact the FACDIS Office, Dept. of Political Science, WVU, Morgantown, WV 26506 for a summary of the text.)

FACDIS FACULTY AND INSTITUTIONS: NEWS AND NOTES

The Institute for International Trade Development at MARSHALL UNIVERSITY sponsored two National Issues Conferences on February 20, 1989. The morning seminar focused on "United States-Canada Free Trade Agreement," and was moderated by CHRISTINE BARRY, Director of the Institute for International Trade Development. The seminar highlighted the importance of trade between West Virginia and Canada, and the national implications of the Free Trade Agreement. Speakers included the Consul and Trade Commissioner of the Canadian Consulate and the Canada Desk Representative of the International Trade Administration.

The afternoon conference focused on "Acid Deposition Control Legislation," and was moderated by CLAIR MATZ, Director of the Center for International Studies at Marshall. The conference explored environmental protection, acid deposition issues, and clean coal technology. Speakers included the Minister of the Environment of the Government of Ontario, Canada and Richard Trumka, President of the United Mine Workers.

MARSHALL UNIVERSITY'S Institute for the Arts and the Art Department sponsored the fourth in a series of design symposiums at Marshall from April 5-8, featuring eight internationally-recognized leaders in design from Japan and the U.S. along with scholar-educators for INFLUENCES 4 - Shaping the Creative Edge: Japan and the United States. The symposium focused on cross-cultural issues including communication in the international arena, tracking creativity through the educational systems and workplaces in both countries, and tradition in contemporary design and an understanding of Japanese culture and industry. The conference also featured two art exhibitions in Huntington: "East Meets West in Design" (at the Huntington Museum of Art, March 26-May 10), and "World Design Exposition '89 Posters from Japan" in the Birke Art Gallery, March 3-April 10.

WEST VIRGINIA UNIVERSITY has recently signed an exchange agreement with the University of Guanajuato, one of Mexico's leading universities. One of the major goals of the agreement is to further the understanding of rural health and nutrition problems in West Virginia and Guanajuato, a state in Mexico with a city (also Guanajuato) of 100,000 people. The agreement, signed in March, culminated a week-long visit to West Virginia by nine University of Guanajuato faculty members and a community development leader. As part of the exchange, eight WVU faculty members are scheduled to travel to Guanajuato in September. FACDIS member JOE SUPER (History, West Virginia University), one of the WVU faculty members helping to coordinate this program, hopes there can be joint community development projects and further faculty, student and cultural exchanges under the agreement. The program is supported by the Kellogg Foundation, the U.S. Agency for International Development, WVU, and the University of Guanajuato.

A "Multicultural Camp" was held from March 30-April 1 at Camp Virgil Tate for 45 students from grades 7-11 from the southern part of West Virginia. The purpose of this camp was to give students the opportunity to learn about many new cultures and explore global issues to see how they affect the world. Coordinators of the program included FACDIS members RON DUNBAR and JOE MURPHY (Foreign Languages, West Virginia University), JOE SUPER (History, West Virginia University), and CAROLYN KARR (Social Studies, Marshall University.) The event was sponsored by the WVU Extension Service, the WVU Dept. of Foreign Languages, and the WV State Department of Education. It was partially funded by the West Virginia Humanities Foundation, the Herscher Foundation, and C&P Telephone Co.

NEWS AND NOTES (cont.)

WEST VIRGINIA UNIVERSITY is currently seeking "an innovative academic leader and outstanding faculty member" for the newly established position of Director of International Programs. A nation-wide search is being conducted for this position, and the Director will be charged with strengthening and coordinating the international activities of all units at West Virginia University. The deadline for applications is May 1. FACDIS members who would like to submit nominations of outstanding international educators should contact: Andrew Isserman, Chair, Search Committee, Regional Research Institute, 511 N. High St., WVU, Morgantown, WV 26506; (304)293-4101.

WHEELING JESUIT COLLEGE announces that the commencement speaker for 1989 is Elie Wiesel, Nobel Peace Prize winner and Holocaust survivor and chronicler. In addition, the final program in the travelling series "The Holocaust in Historical Perspective" was held on April 23-24 at Wheeling Jesuit College. WALTER RENN (History, Wheeling College) was the Project Director for this program series.

DOMINICK DE FILIPPIS (Foreign Languages, Wheeling Jesuit College) is the Regional Coordinator for Nacel Cultural Exchanges, an exchange program which offers American high school students the opportunity for homestay programs abroad, and also provides homestays for French, Spanish, and German exchange students for a one-month stay with an American family. If you are interested in hosting a foreign student for a month this summer, contact him at his home address, 529 E. Beau St., Washington, PA 15301; (412) 222-6494 or toll-free at (800)553-6998.

PHILLIPS V. BROOKS (English, Davis and Elkins College) will lead a 17-day trip to Turkey from May 21 - June 6, 1989. The cost is \$1,675 (double-occupancy) from New York, and space may still be available for this tour. For further information contact Dr. Brooks at Davis & Elkins College, Elkins, WV 26241; (304)636-1900, ext. 293.

KENNETH YOUNT (Political Science, Alderson-Broaddus College) was the speaker in April for the annual Interdisciplinary Lecture Series at Lehigh Community College in Allentown, PA. He spoke on "Glasnost and Perestroika in the Soviet Union."

PATRICIA RYAN (Political Science, Fairmont State College) has been accepted to participate in the MIT/Harvard Summer Program on Nuclear Weapons and Arms Control. This two-week summer program, held in Cambridge, MA, provides full support for 35 faculty who teach seminars, courses or units on nuclear weapons issues, and who wish to update or broaden their working knowledge of the subject.

Three FACDIS members, including PATRICIA RYAN, CLAIR MATZ (Political Science, Marshall University), and WALTER RENN (History, Wheeling Jesuit College) have been selected to attend another important faculty institute on "Teaching Ethics in International Affairs" which will be held June 11-17 at Yale University. This institute is sponsored by the Carnegie Council on Ethics and International Affairs, and is designed for college and university faculty who have teaching interests in this field. The Carnegie Council covers all expenses for this seminar except for travel to New Haven. We understand from the Carnegie Council that several other FACDIS members are on their "wait list." Please let us know if others of our members attend this faculty institute.

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

FORTHCOMING PROFESSIONAL MEETINGS AND SPECIAL CONFERENCES

1989

- May 4-5 Fourteenth Annual Symposium, Center for Contemporary Arab Studies, Georgetown Univ., WASHINGTON, DC
Theme: "The Palestinians: New Directions."
For further information contact:
Center for Contemporary Arab Studies, 501 Intercultural Center, Georgetown University, Washington, DC 20057; (202)687-5793
- 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 23 Workshop on "Security and Stability in the Third World: Pitfalls to Sound U.S. Policy." University of Pittsburgh, PITTSBURGH, PA.
Sponsored by the Matthew B. Ridgway Center for International Security Studies at the Univ. of Pittsburgh and the National Strategy Information Center. For further information contact:
Mrs. Rosemary Anderson, 4G23 Forbes Quadrangle, Univ. of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7408
- 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.
- 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.
- July 16-20 World Future Society's Sixth General Assembly, WASHINGTON, DC
Theme: "FutureView: The 1990s and Beyond."
For further information contact: World Future Society, 4916 Saint Elmo Ave., Bethesda, MD 20814; (301) 656-8274.
- July 29-31 Association of Caribbean Studies Annual Meeting, SAN JOSE, COSTA RICA. Theme: "New Affiliations: The Caribbean and Latin America"
For further information contact: Yvonne Alleyne, Conference Coordinator, Association of Caribbean Studies, PO Box 22202, Lexington, KY 40522-2202.
- Aug. 9-13 American Sociological Association Annual Meeting, SAN FRANCISCO
For further information contact:
ASA, 1722 N. St., NW, Washington, DC 20036; (202) 833-3410.
- Aug. 31-Sept. 3 American Political Science Association Annual Meeting, ATLANTA, GA
For further information contact:
APSA, 1527 New Hampshire Ave., NW, Washington, DC 20036; (202) 483-2512.

MEETINGS (cont.)

- Sept. 21-23 Latin American Studies Association XV International Congress, SAN JUAN, PUERTO RICO.
For further information contact: LASA Secretariat, William Pitt Union, 9th floor, University of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7929
- Sept. 28-30 Association of Third World Studies Annual Meeting, GAINESVILLE, FL
Theme: "Historical and Contemporary Third World Problems and Issues." For further information contact:
Prof. Harold Isaacs, Exec. Director, Association of Third World Studies, PO Box 1232, Americus, GA 31709.

* * * * *

SUMMER OPPORTUNITIES FOR FACULTY

Summer Institutes in Peace, Nuclear Education and Conflict Resolution

"Teaching for Social Responsibility" is the title of a summer institute that will be held July 9-14, 1989 in Williamsburg, VA for 35 southeastern educators (especially from high school and college level) to receive instruction in skills and methods to encourage students of all ages to develop a strong sense of responsibility for the society in which we live. The program is highly participatory, with activities ranging from role-plays and simulations to small group discussion and reflective writing. Sponsored by the Southeast Regional Professional Development Training Team (PDTT) in Peace and Nuclear Age Education, the institute will cover the following topics:

- Development of a Social Consciousness
- Education for Empowerment and Participation
- Responding to Young People's Concerns
- Knowledge and Certainty in the Nuclear Age
- Teaching about Controversial Issues
- Critical Thinking
- Questions of Bias and Propaganda
- Appreciation of Different Perspectives
- Images of the Enemy
- Cooperation and Conflict Resolution
- The Next Steps: Setting and Achieving Goals

Total cost is \$400: \$175 institute fee, \$25 materials packet fee, and \$200 room and board (air-conditioned suites in college dormitories). A limited amount of financial assistance is available. Deadline for application: May 25. For application forms contact:

Marion O'Malley, Center for Peace Education,
214 Pittsboro St., Chapel Hill, NC 27514; (919) 929-9821.

"Teaching Conflict Resolution: From Obstacle to Opportunity," also sponsored by the Southeast PDTT (see above) will hold an institute at St. Andrews Presbyterian College in Laurinburg, NC from August 7-12, 1989. Total cost for this institute, for educators at all levels, will be \$340.00. For more information on this institute and application forms, contact Marion O'Malley at the address and phone above.

SUMMER OPPORTUNITIES (cont.)

Summer Conference on World History in Aspen, Colorado - June 8-11, 1989

"Revolutions in World History" is the title of a summer conference to be held in Aspen, Colorado from June 8-11, 1989. Co-sponsored by the World History Association and the Aspen Institute, the purpose of this conference is to explore with some of the country's leading historians (Philip D. Curtin, William H. McNeill and others) how political revolutions have both influenced and changed societies. The Registration Fee is \$60; a discount rate on accommodations at Aspen Meadows of \$60 per room per day is available. Deadline for conference registration is May 20, 1989. For further information on conference, registration information, and information on reserving accommodations (directly with facility) contact: Heidi Roupp, Box 816, Aspen Colorado 81612; or by phone at Aspen High School (303)925-2972 or at home (303)923-3661.

Summer Institute on the Middle East at New York University - June 26-29, 1989

The 12th Annual Summer Institute, sponsored by the Joint Center for Near Eastern Studies of NYU and Princeton University will be on the topic: "The Power of Popular Culture: Political Expression and Verbal Art in Middle Eastern Societies." The institute will be held at NYU from June 26-29. The program will focus on developing a knowledge of cultural creativity in the Near East and North Africa. While announcements and registration forms with full information have not yet been mailed out, last year's summer institute cost \$200 for tuition and lunches, plus modest costs for dormitory housing. For further information contact: Hagop Kevorkian Center for Near Eastern Studies, NYU, 50 Washington Sq. South, New York, NY 10003; (212) 598-2697.

Summer Institute in Survey Research Techniques at the University of Michigan

The Survey Research Center at the Univ. of Michigan will hold its 42nd annual Summer Institute in Survey Research Techniques this summer. Two 4-week sessions, beginning June 26 and ending August 18, will be offered. The emphasis is on the sample survey as a basic measuring instrument for the social sciences. Participants in the program gain familiarity with the application of survey research methods, including research design, sampling, measurement, questionnaire design, field methods, data management, and the statistical analysis of data. For more information contact Duane Alwin, Director of the Summer Institute, Survey Research Center, ISR, Univ. of Michigan, PO Box 1248, Ann Arbor, MI 48106-1248; (313) 764-6593.

All Language ProgramS (ALPS) - Summer Intensive Language Programs at Dartmouth

Professor John Rassias directs 10-day intensive language courses for beginning, intermediate and advanced levels during the summer. Programs open to all, however language teachers have found in these courses an opportunity to upgrade their language skills and cultural awareness while acquiring elements of the Rassias method of language teaching. It is also an excellent way for language teachers to acquire proficiency in a language they have never studied. Two sessions in 1989 will be held:

June 29-July 9: FRENCH and JAPANESE
July 13-July 23: CHINESE, ESL, GERMAN, ITALIAN, MODERN GREEK,
RUSSIAN and SPANISH

Tuition, room and board for these programs is \$1,200, however, there are special rates for language teachers. For more information on the ALPS program contact: Language Outreach - ALPS VII, Wentworth Hall, Dartmouth College, Hanover, NH 03755; (603) 646-2922/3155.

GRANTS/FELLOWSHIPS/OPPORTUNITIES

Fulbright Scholar Program for Teaching and Research Abroad

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 1990-1991 Fulbright grants in research and university lecturing abroad. Awards include more than 300 grants in research and 700 grants in university lecturing for periods ranging from 3 months to a full academic year. There are openings in more than 100 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. Requirements include US citizenship, PhD or equivalent, and university or college 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 deadlines in the various programs are:

- June 15, 1989: AUSTRALASIA, INDIA & LATIN AMERICA (except lecturing awards to Mexico, Venezuela, and the Caribbean)
- September 15, 1989: AFRICA, ASIA (except India), EUROPE, MIDDLE EAST, Lecturing awards to MEXICO, VENEZUELA & CARIBBEAN Travel-only awards to FRANCE, ITALY, & FEDERAL REPUBLIC OF GERMANY (travel awards have new deadline)
- November 1, 1989: Scholar-in-Residence Program (institutional proposals)
- November 1, 1989: International Education Administrators' Program in Federal Republic of Germany, United Kingdom, and Japan (all new deadlines)
- November 1, 1989: Seminar in German Civilization - 6 weeks in Germany (new deadline)
- January 1, 1990: NATO Research Fellowships and Spain Research Fellowships

For more information and applications, call or write: Council for International Exchange of Scholars, 3400 International Drive, Suite M-500, Washington, DC 20008-3097; (202) 686-7866. (NOTE NEW ADDRESS AND PHONE.)

Advanced Research Fellowships in India

The Indo-US Subcommittee on Education & Culture is offering several long-term (6-10 months) and short-term (2-3 months) awards for research in India. These grants are available in all academic disciplines. Applicants must be US citizens with PhD or equivalent. Scholars with limited or no prior experience in India are especially encouraged to apply. Basic stipend is \$1,500 per month, plus funds for books and study/travel. Application deadline is JUNE 15, 1989. For further information and application forms contact: CIES, (see new address above); (202) 686-4013.

GRANTS/FELLOWSHIPS (cont.)

National Endowment for the Humanities (NEH) Fellowship Program

The NEH supports exemplary work to advance and disseminate knowledge in all disciplines of the humanities. Endowment support is intended to complement and assist private and local efforts and to serve as a catalyst to increase nonfederal support for projects of high quality. NEH fellowships allow individual scholars and teachers to undertake study, research, or independent work for periods ranging from several weeks to one year.

Fellowships for university teachers provide support for members of the faculty of PhD-granting universities to undertake full-time independent study and research in the humanities. Fellowships also provide support for college teachers in 2-, 4-, and 5-year colleges and universities that do not grant the PhD. APPLICATION DEADLINE: JUNE 1, 1989.

Grants also provide support for college and university teachers and other to undertake full-time independent study and research in the humanities for two consecutive summer months. APPLICATION DEADLINE: OCTOBER 1, 1989.

Each year a number of Summer Seminars for College Teachers are offered throughout the country -- for participants whose primary duties lie in undergraduate teaching. Seminars are 8 weeks, and stipends are \$3500. Announcement of Seminars in January. APPLICATION DEADLINE: MARCH 1, 1990.

TRAVEL TO COLLECTIONS PROGRAM: Grants of up to \$750 also enable individual scholars to travel to use the research collections of humanities materials in libraries, archives or other repositories. APPLICATION DEADLINES: JULY 15, 1989 and JANUARY 15, 1990.

Grants available in the Translations Program to provide support for annotated, scholarly translations that contribute to an understanding of the history/intellectual achievements of other cultures and serve as tools for further research. APPLICATION DEADLINE: JUNE 1, 1989.

For application materials or further information on any of these programs contact: NEH, Room 316, 1100 Pennsylvania Ave., NW, Washington, DC 20506; (202) 786-0463/0466.

Fulbright Teacher Exchange Program

The United States Information Agency has announced details on the 1990-91 Fulbright Teacher Exchange Program (including exchanges for teachers at all levels, including college.) These one-on-one overseas exchange programs will likely involve Argentina, Belgium/Luxembourg, Brazil, Canada, Chile, Colombia, Cyprus, Denmark, Federal Republic of Germany, France, Hungary, Iceland, Italy, Mexico, The Netherlands, Norway, Philippines, Senegal, South Africa, Switzerland, and the United Kingdom. The number of exchanges available and the eligibility requirements vary by country. The program also provides opportunities for teachers to participate in summer seminars for 3-8 weeks during the summer of 1990 in Italy and The Netherlands. APPLICATION DEADLINE: OCTOBER 15, 1989. Contact: Fulbright Teacher Exchange Program, E/ASX, USIA, 301 Fourth St., SW, Washington, DC 20547; (202) 485-2555.

FACDIS FACULTY REPORTS

- I. Meeting: Annual Meeting of the Association for Asian Studies, Washington, DC, March 16-19, 1989
FACDIS Member: Art Barbeau (History, West Liberty St. College)

In a meeting with well over one hundred sessions, hard choices had to be made. This meant balancing personal interests with a certain responsibility to the funding organization [FACDIS]; I tried to do both. Additionally, such meetings offer opportunities to view new media (I didn't see any I would recommend purchasing at this time), examination of new printed materials, and renewing personal and professional relations.

The session "Asian Cultural Literacy from K-12 and Beyond" dealt with some recent developments in teaching Asia in the schools. Not all of the news was good; some may be of special concern to FACDIS members in ALL areas of expertise. An examination of Asian content in Michigan textbooks leads to rather shocking conclusions. With the greatest collection of Asian scholars of any nation in the world, the Asianists are not getting through to textbook publishers and, hence, to teachers and students.

Granted that the blatant stereotypes have disappeared from most texts, but they have been replaced with far more subtle ones. The information presented is partial, too brief and filled with factual errors and serious omissions. Chinese history coverage generally jumps from Han times to the late Qing. Everything in between is skipped. Korea is frequently omitted altogether, or lumped into a final few paragraphs with all of southeast Asia. There seems also to be a serious time lag in getting materials from the "experts" to the textbook publishers. Perhaps we in FACDIS should look at non-western studies as these appear in texts used in West Virginia.

Curricula in various schools (New York was stressed) have been changing, and not necessarily for the better. In some areas, these have become increasingly nationalistic (with great stress on the West) and have neglected the non-western world. Recently, New York took away 12th grade electives. World Cultures has become a required two-year sequence in the 9th and 10th grades that tries to cover seven world regions and five perspectives in that two-year period. In these areas, we have not necessarily made progress in recent years.

The session on "Chinese College Students at Home and Abroad" dealt with an area more of interest to us as academics. One presenter looked at the differences between the cohort that were in college during the Cultural Revolution, and those who attended college later. The CR group (workers, peasants and soldiers) were very heterogeneous in age and education; but were quite homogeneous in ideology. The post-CR group are homogeneous in age and education, but heterogeneous in ideology. When the latter cohort graduated, they were promoted more quickly; the earlier cohort was downgraded. But both still coexist (or try to) in the Chinese educational system.

Another presenter looked at the return rate of scholars sent from China to other countries for additional study. Those Chinese institutions which sent younger scholars for relatively long periods of study have a rather low rate of return (even lower for female scholars). Those institutions which sent senior or mid-level scholars for shorter time periods have a higher rate of return.

FACDIS FACULTY REPORTS (cont.)

A major implication of this is the effect it could have on our own attempts to attract Chinese scholars and students for our study programs. Additionally, the returned scholars are often frustrated in the post return attempts at research because of the dearth of organized research groups within China. Hence, each feels that s/he is operating in a vacuum. Others have been frustrated in their attempts to undertake curricular reform. The opposition is far more likely to come from their students than it is from colleagues or superiors.

Another interesting session was on "Politics and Reality of Journalistic Reform in China." China is now undergoing its fourth reform since Liberation. The first three were imposed from above and were of short duration. All failed. The present reform has had some pressure from above, but there have also been stirrings and pressures from below. It began following the arrest of the "Gang of Four" and is designed to help the "Four Modernizations;" but it is also a result of people's displeasure with the media. Despite more varied articles, some critical or neutral ones, the party has not yet given up control over the media. There has been some improvement in writing styles.

Recent readership surveys indicate that people in China look on newspapers as major sources of information. Recently, they have been less involved as instruments of instruction and propaganda than in the past. Still, a surprising number of readers have less than complete faith in their accuracy. Readers, like those in the West, are increasingly interested in newspapers as a source of sensationalism. While many want the papers to become watchdogs, there are also strong elements in the party and government who feel that watchdogs/investigators aren't needed; party and people are the same, so there is no need for oversight.

The official press is still an instrument of the party and government; but even the latter organs are increasingly willing to admit that there may be differences between the people and the government -- that officials and readers may have different desires. With reform, newspapers are seen as necessary to guard against abuses of power. Even official newspapers have had to change their style as they are no longer guaranteed a readership even in government and party offices. But leaders remain ambivalent on whether the media can serve both masters.

[Ed. Note: This report has been abridged. Please contact the FACDIS office for Professor Barbeau's full report, or contact him at West Liberty St. College, West Liberty, WV 26074; (304)336-8259 for more information on the AAS meetings.]

* * * * *

FLASH! NEWS FROM WEST LIBERTY

Professor Art Barbeau (see report above) has just finalized an exchange for next year between Henan University in China and West Liberty State College. Dr. Barbeau taught at Henan during 1987-88. He reports that next year a professor from Henan will teach two courses a semester at West Liberty, and a West Liberty student, Becky Gibson, will have the opportunity to study at Henan for a year. The faculty member, yet to be designated, is scheduled to teach "China Since 1949" and "Modern Chinese Literature" during Fall Semester, and "China Today" and "Chinese Philosophy" during Spring Semester. Dr. Barbeau urges interested FACDIS members/institutions to contact him (address/phone above) to explore having this exchange professor speak on other FACDIS campuses during 1989-1990.

FACDIS FACULTY REPORTS (cont.)

- II. Meeting: Annual Meeting of the Association for Asian Studies, Washington, DC, March 16-19, 1989
FACDIS Member: Hang Yul Rhee (Political Science, Shepherd College)

The panels I attended at the AAS were mostly on Korean issues. "The Implications of the March First Movement" and the "Colonial Experience in Contemporary Korea" were two of five papers presented on the "Importance of Korean Independence Movement Against the Japanese Colonial Rule during 1910-1945." One interesting debate was on the role of the late Japanese emperor Hirohito during Japanese imperialism. While Korean scholars were critical of his role, many Americans attending the panel considered him a ceremonial figure who didn't have much impact on Japanese expansionism.

The second panel on Korea was held on the topic of "South Korean Politics at the Crossroads: Issues and Prospects." In this panel, Professor Wonmo Dong of Southern Methodist University warned of the danger of old regional rivalry and antagonism against the democratization of South Korea. He made the point that the regional cleavage in the Korean politics would be the obstacle for the development of Korean democracy. But this regional cleavage can actually get worse unless the political leaders of all regions, particularly those from the Kyongsang and Cholla regional backgrounds, make very determined efforts to overcome both the reality and perception of inter-regional imbalance. He concluded that the democratization and the continued economic growth of South Korea in the years to come will depend heavily on the reduction of regional cleavage to which all four political parties, the products of the regionally based elections of 1987 and 1988, now claim to be committed.

Another panel was "Visions on Justice in Korea." James M. West of Harvard Law School, in his presentation, condemned former president Chun's power grab in 1980, his deployment of state terror to silence dissidents, and on the loathsome hypocrisy of Chun's posturing as a paragon of selfless public service -- while he indulged in corruption and nepotism. Professor West perceived the former president Chun as an overly pliant partner of foreign military and economic interests and as an obstruction to any progress on reunification.

This annual convention was well attended by about 2,000 scholars specializing in Asian fields from all over the world.

[For additional information on Professor Rhee's attendance at the AAS, and on the Korean panels he attended, please contact him at the Dept. of Political Science, Shepherd College, Shepherdstown, WV 25443; (304) 876-2511.]

- III. Meeting: 17th Annual Meeting of Mid-Atlantic Region of the Association for Asian Studies (MARAAS), Indiana University of Pennsylvania, Oct. 21-23, 1988
FACDIS Member: Jack Hammersmith (History, West Virginia University)

It may interest AAS members to learn that West Virginia, which never before has been clearly designated within any of the AAS regions, is now considered part of the Mid-Atlantic Region. While this was the first Mid-Atlantic meeting I had attended (having previously gone to those in the Southeast Region), I found it convenient in location, well-organized in structure, and large enough for a meaningful program -- yet small enough for a less frenzied few days than the national AAS usually proves to be.

FACDIS FACULTY REPORTS (cont.)

The 1988 meeting had an attractive and varied program, featuring 39 sessions plus an all-day workshop on Friday, October 21, on "Teaching Asia." Though the latter was intended primarily for public school teachers, I tagged along with my wife (also a participant), and found several of the sessions very helpful. In particular I enjoyed a presentation on Korea by Dr. Sherry Davis of the Asia Society, which included the showing of one of the newly-released Video Letters on Korea (aimed at the high school student but appropriate for most of our undergraduates unlike the older Video Letters from Japan which were made for sixth graders), and a talk by Dr. John K. Gillespie of the Japan Society, who previewed portions of two films in a series of five Japanese commercial films (with English subtitles) on the Japanese family. The Japan Society is committed to the production of several more of these series, which they hope faculty will use in conjunction with courses on Japanese history or culture.

During the Saturday and Sunday sessions, I found the following especially interesting and useful: "Going to Asia: Some Contrasting U.S. University Models" -- a program which featured representatives from Penn State, Lockhaven, and Temple Universities, all of which have different approaches to giving students, and, in some instances, faculty, first-hand academic experiences in China or Japan. Temple has established a branch campus in Japan, to which various of its faculty are sent to teach Japanese students. Penn State, whose program is thus far smaller and newer, aims primarily to send students overseas, while Lockhaven has developed an ambitious program involving both faculty and students who wish to teach or study in China. While these are only three examples of an increasingly-popular avenue for U.S. institutions of higher education, all indicated a willingness to share their experiences with anyone wanting more knowledge about how to go about establishing overseas or exchange programs and sister institutions. All emphasized the need for careful, long-term development of personal relationships with representatives of educational institutions and organizations overseas.

A second session with a pedagogical focus was "Teaching About the Vietnam War: Some Promising Approaches." FACDIS member Jerold Starr (Sociology, WVU) presented examples from a modular textbook he has written, assembled, and edited. Jonathan Goldstein from West Georgia College had an insightful, practical, and stimulating presentation on "Using Literature in a Course on the Vietnam War." His collection of materials included books from Vietnam and France as well as the U.S., and anyone interested in this topic would be well advised to drop him a request for his bibliography (West Georgia College, Carrollton, GA 30117).

A third session on "Oriental Roots of Holistic Health in America" featured both historical and medical speakers, all of whom pointed out the way in which much of their material might be incorporated into a variety of classes. Perhaps the most telling statement, made by the physician, was that while the U.S. has large numbers of individuals who claim to practice acupuncture, many have had only a few days of "training" overseas. The American Medical Association is currently looking into the possibility of licensing only those with reputable credentials.

Numerous scholarly presentations included a roundtable on "Pakistan in the Nineties," featuring Jamsheed K.A. Marker, Ambassador to the U.S. from Pakistan, as well as Arthur W. Hummel, former U.S. Ambassador to both Pakistan and China.

[Contact Dr. Hammersmith, Dept. of History, WVU for more information on MARASS.]

FACDIS FACULTY REPORTS (cont.)

III. Meeting: Annual Meeting of the Association of American Geographers,
Baltimore, MD, March 19-22, 1989

FACDIS Member: Joe Manzo (Geography, Concord College)

While I had hoped to go to a teaching workshop run by the National Geographic Society, this workshop was unfortunately for high school teachers only. Instead, I attended the AAG Workshop on "Writing for The Journal of Geography." I chose this particular workshop because its main thrust was writing. The Journal of Geography accepts articles on classroom strategies, teaching techniques and teachable lessons. The editors encouraged college and university faculty to consider co-authoring articles with public school teachers. The most exciting part of this workshop was in talking with the editors and learning that they had a book entitled Earth Shelters in Tunisia, and no one to review it! After informing the editors that I had received a Malone Fellowship for one-month study in Tunisia in Summer 1987, they said they would send the book to me for review. I am also planning to talk with public school teachers who might be interested in seeing their names in print. I have enclosed with this report a very useful handout from the workshop, which focuses on how potential contributors to the Journal can better prepare their manuscripts and other types of submissions for publication. [Interested faculty should contact the FACDIS office for a copy.]

In addition to the above workshop, I attended several paper sessions on international topics. One session that was of special interest to me was on population change in China. Of particular note here was an examination of changing population policy for rural residents. The famous one-child policy seems to be in transition for these people. In another session I was able to merge international studies with my interest in popular culture. The paper dealt with "Theme Parks in England as Compared to the United States." The author's thrust here was the idea of a "real" historical experience such as the park in Hershey, Pennsylvania.

I also brought back papers on international topics that were available from other sessions, including the following:

"The Latin Population of Eastern Europe" by Demetrus Dvoichenko-Markov,
Monmouth College

"What is the Essence of Geographic Literacy?" by Christopher L. Salter,
University of Missouri-Columbia

"Israel's 'Old' New Towns - a Reappraisal" by Elisha Efrat, Tel Aviv
University

"The World Health, Economic, and Political Hazard of the AIDS Epidemic" by
Robert Earickson, University of Maryland

[Ed. Note: FACDIS faculty members who are interested in any of the above topics can contact the FACDIS office for a copy of the paper, or contact Professor Manzo, Dept. of Geography, Concord College, Athens, WV 24712; (304)384-5208 for more information on the AAG meetings.]

RESOURCES FOR TEACHERS

DEVELOPMENT STUDIES

Educational Materials on Development from the World Bank

- 1) THE DEVELOPMENT DATA BOOK is a compilation of basic social and economic statistics of all nations. With 16 pages of color maps, charts, tables, and text, it addresses five key statistical concepts in studying the development process: life expectancy at birth, school enrollment, population growth rate, GNP per capita, and merchandise exports. \$4.95
THE DEVELOPMENT DATA BOOK TEACHING GUIDE is a revised 52-page guide with outline maps, activities, worksheets, and tests. \$4.95
 - 2) WORLD DEVELOPMENT REPORT. The 1989 edition (available in July) will focus on "Private Finance in Development." Includes "World Development Indicators" -- more than 30 statistical tables giving economic and social profiles of 128 countries -- and dozens of charts, tables, and maps. \$12.95.
The 1988 edition of WORLD DEVELOPMENT REPORT is on "Public Finance in Development" and is also \$12.95.
 - 3) THE WORLD BANK ATLAS. Color atlas contains charts, tables, maps with data for 185 countries and territories. 29 pages. \$5.95.
- The World Bank also offers multimedia learning kits, videotapes, and poster kits. Write for their free catalog, or order the above items from: World Bank Publications, Department 0552, Washington, DC 20073-0552. Prepayment required.

Global Development Studies: Toward Curricular Change

This book, produced by the Overseas Development Network, shares information about a spectrum of efforts to introduce development-related and Third World content into the undergraduate curriculum. Through examples, it lends suggestions for students, faculty and administrators to initiate similar courses and programs on their campuses. Includes information on development studies course modules, development studies courses and programs. Cost is \$5 for students, \$10 for individuals, and \$15 for institutions, plus \$2.50 postage. Contact: Overseas Development Network, PO Box 1430, Cambridge, MA 02238.

Teaching Module on "International Development in a Global Context"

This prototype teaching module by Dorothy Hoffman is available at \$7.95 from the United Nations Association of Minnesota, 1929 South 5th St., Minneapolis, MN 55454; (612) 333-2824.

Guide to Development Education

"Who's Doing What in Development Education" profiles 290 development education programs of United States NGOs, emphasizing resource material such as publications, audio-visuals, and curriculum guides. \$10 from the UN Non-Governmental Liaison Service, Room DC2-1103, Two United Nations Plaza, New York, NY 10017; (212)963-3113.

The Development Directory 1988-89: A Guide to the International Community

This volume serves as a networking and information guide to the international development community in the US. Its two major sections are "Organizations in International Development" and "Individuals in International Development." Cross-referenced by sector and geographic area. \$60 from Editorial PKG, 108 Neck Rd., Madison, CT 06443; (203) 245-9513.

RESOURCES FOR TEACHERS (cont.)

Overcoming Isolation Through Development Education

This 121-page book by Lynn Randels presents profiles of development education in Canada, the Netherlands, and Sweden, and draws from those countries' experiences in presenting a blueprint for development education in the US. At only \$2 (to cover postage), this is a valuable resource for anyone concerned with expanding American understanding of the Third World. Contact: Global Forum, 1410 Manchester Lane, NW, Washington, DC 20011.

Human Resources for Global and Development Education

This FREE booklet of the Consortium for International Cooperation in Higher Education (CICHE) gives practical suggestions for locating human resources in development and global education to use as speakers. Contact: CICHE, One Dupont Circle, Suite 616, Washington, DC 20036.

Agenda

Published 10 times a year by USAID, each issue explores aspects of Third World development in such areas as agriculture, appropriate technology, education, energy, environment/ecology, health, population, rural development and US policy. FREE. Contact: Publications Division, Office of Public Affairs, USAID, Washington, DC 20523

Development Forum

The regular publication of the UN system on economic and social development. Issued 10 times a year, the paper provides an enormous range of information about ongoing programs, development achievements and failures, viewpoints of development leaders, etc. FREE. Contact: Division for Economic and Social Information, United Nations, Room DC 1-559, New York, NY 10017.

Development Education Materials from InterAction

- 1) WHAT AMERICANS THINK: VIEWS ON DEVELOPMENT AND US-THIRD WORLD RELATIONS - results of a national survey of 2,500 persons. Discusses public perception of the Third World, views on US foreign aid, policy priorities, etc. \$8.95.
- 2) EDUCATING ABOUT DEVELOPMENT: IMPLICATIONS OF A PUBLIC OPINION STUDY BY INTERACTION AND THE OVERSEAS DEVELOPMENT COUNCIL - companion to above publication. \$5.00
- 3) A FRAMEWORK FOR DEVELOPMENT EDUCATION IN THE UNITED STATES - defines and sets program guidelines for development education. \$1.00
- 4) IDEAS & INFORMATION ABOUT DEVELOPMENT EDUCATION - a quarterly publication devoted to educating American about international development and interdependence. Subscription rate: one year/\$10.

For information on other InterAction publications, or to order the above contact: InterAction, 200 Park Avenue S., Suite 1114, New York, NY 10003; (212)777-8210.

The CASID Connection

As we have mentioned before in the FACDIS NEWSLETTER, the above newsletter, published by the Center for Advanced Study of International Development (CASID) at Michigan State University, is one of the most interesting and helpful newsletters we receive. Each issue focuses on a different topic, e.g. Rural Change and Development, Education in the Third World, Women and Development, Urban Development, etc. FREE. To request addition to their mailing list contact: Doris Scarlett, Outreach Coordinator, CASID, 306 Berkey Hall, MSU, East Lansing, MI 48824-1111; (517) 353-5925.

RESOURCES FOR TEACHERS (cont.)

POPULATION

The Population Reference Bureau (PRB) offers a number of materials for classroom use, or as reference/background information, including the following:

- 1) "The Demography of Islamic Nations" - This newly released population bulletin examines the demographic dynamics of the Moslem world, focusing on the causes and consequences of the rapid rate of population growth and other facets of the world's Moslem population. Contains tables, charts, photos, and a discussion guide. 55 pages. \$7.00 for one copy (reduced rates for multiple copies on all PRB materials, including those below).
- 2) "World Population Data Sheet" - This poster-sized data sheet contains data on 16 variables for 175 countries. New variables for 1988 include "Life Expectancy at Birth," "Percentage of Married Women Using Contraception," and "Government View of Fertility Level." \$3.00 for one copy.
- 3) "World Population: Facts in Focus" - A teaching unit designed to be used with "World Population Data Sheet" (see above). Workbook was created to help students learn how to assimilate demographic information as well as to analyze, calculate, and map demographic trends. \$3.00 for one copy.
- 4) "Food and Population" - a 40 page bulletin that explores probable causes and possible remedies of the problem of hunger in seeking a clearer understanding of the relationship between food and population. \$7.00 for one copy.

To order contact: PRB, PO Box 96152, Washington, DC 20090-6152.

WAR/PEACE/NUCLEAR AGE STUDIES

Educators for Social Responsibility (ESR) is a national teachers' organization that offers materials, curricula, and professional development opportunities addressing the controversies of the nuclear age. Membership is \$35 per year, and members get discounts on publications. In addition, members receive FORUM, their national newsletter three times per year (with information on resource materials, curricula, conferences, etc.), as well as NUCLEAR TIMES, the national bimonthly magazine. Following are two selected materials from their extensive publications catalog.

Bibliography of Nuclear Age Educational Resources

This comprehensive annotated bibliography of nuclear age educational materials (K-College) describes 275 curriculum materials and textbooks, 35 games and simulations on security, peace, and war issues; 650 journal articles and reference materials; 100 bibliographies, filmographies, and guides; and 475 resources organizations. Edited by Robin Riddle, former director of the International Security and Arms Control Project at Stanford. 254 pages, 1988. \$16.00.

Comprehensive Peace Education: Educating for Global Responsibility

In this book, Betty Reardon (Director of the Peace Education Program at Teachers College, Columbia University) assesses the current state of peace education and offers a new comprehensive approach to the field. Addresses the need to help educators and citizens understand what peace education is, why it is needed, and how it should be pursued. 136 pages, 1988. \$14.00

For more information on ESR, or to order contact: ESR, 23 Garden St., Cambridge, MA 02138; (617) 492-1764.

RESOURCES FOR TEACHERS (cont.)

WOMEN'S STUDIES

Restoring Women to History: Teaching Packets for Integrating Women's History into Courses on Africa, Asia, Latin America, the Caribbean, and the Middle East

The Organization of American Historians (OAH) has recently published this new resource on the history of women in Africa, Asia, Latin America/Caribbean, and the Middle East. According to OAH, the resource "opens new avenues for teaching the history of women and facilitates its integration into survey courses in a variety of social science and humanities fields." The material both synthesizes current debates and research and includes new topics and issues for inquiry and study. Each regional section includes a chronological narrative from the earliest times to the present, as well as a bibliography. There is a thematic introduction to the entire set. The project was initiated by the Women's Studies Program at the University of Illinois-Chicago and the OAH, with a pilot grant from NEH. It was completed under a 3-year grant from FIPSE. The entire set (500 pp.) is \$18.00. The four regional sections (Africa, Asia, Latin America & Caribbean, and Middle East) can be purchased individually for \$8.75 each (each regional section also includes the thematic introduction). Prepayment required. Check payable to OAH.

Contact: Member Services, OAH, 112 North Bryan St., Bloomington, IN 47408-4199.

Women in the World: Annotated History Resources for the Secondary Student

The name of this excellent bibliography seems a misnomer. The largest percentage of books reviewed are adult, and many usable only for very mature students. Edited by Lyn Reese and Jean Wilkinson, the book provides reviews of recent materials on women in history and in contemporary life. It covers general reference and background books, anthologies, autobiographies, fiction, poetry, and curricula. Each chapter, including one on cross-cultural material, focuses on a different geo-political part of the world (Africa, Asia, Europe, Latin America, and Middle East/North Africa) and is prefaced by an introduction. The 436 entries provide much historical background, facilitating their integration into history, area studies, and literature curricula. Very well-organized and indexed both by title of material and country, the book includes all publisher's addresses in an appendix. 228 pages, illustrated, 1987, \$19.50.

Order from: Scarecrow Press, PO Box 4167, Metuchen, NJ 08840; (201) 548-8600.

Women...A World Survey

This resource, by Ruth Leger Sivard, surveys women's status, roles and interrelationships in a 43 page compendium of information. Information on work, education, health, and government is included. Data gleaned from 11 international development and health organizations demonstrate the extent of the inequality between women in developed and developing nations. Cost: \$5.00 plus \$1.00 for postage/handling. Order from Publications of the World, Box 25140, Washington, DC 20007.

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 experimented with new teaching materials/-methods. We wish to increase our "syllabi bank" and to share your hard work with other FACDIS members. Please complete this form and send syllabi to:

Ann Levine, FACDIS Newsletter Editor
Department of Political Science
316 Woodburn Hall, West Virginia University
Morgantown, WV 26506

Ann Levine, FACDIS
Department of Political Science
316 Woodburn Hall
West Virginia University
Morgantown, WV 26506

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