



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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September 2001

TWENTY-FIRST ANNUAL FACDIS WORKSHOPS

“Cultural Resistance to Imperial Legacies”

November 8-9, 2001 (Thursday-Friday)

Lakeview Scanticon Resort and Conference Center, Morgantown, WV

REGISTRATION DEADLINE: OCTOBER 8, 2001

All FACDIS faculty have received a packet of “new academic year information” which, in addition to travel grant applications and a catalog of new a-v resources, included preliminary information on our annual November workshops. Prominent academics in the field of cultural and post-colonial studies will lead four separate teaching workshops, all related to the overall theme of “*Cultural Resistance to Imperial Legacies*.” We hope that instructors will arrange their class schedules *now* so that Lakeview in Morgantown is firmly on their calendars for November 8-9. Pre-registration forms and preliminary programs will be mailed to faculty by September 18.

After the Institutional Representatives selected this theme for 2001, Jack Hammersmith, with the help of Ann Levine, worked last Spring to select speakers who would address the overall theme from a variety of perspectives. We wanted to examine “cultural resistance” to colonial and imperial domination in different parts of the globe, focusing on varied expressions--from literature, music, popular culture, and performance arts--as well as from different disciplinary perspectives.

Our workshop presenters include Diana Taylor, Chair of the Performance Studies Department at New York University, whose work has explored the relationship between performance and politics in Latin America; Abiola Irele of the French & African Studies Departments at Ohio State and editor of the journal, *Research in African Literatures*, who will examine African literature as a vehicle of cultural resistance; Thomas Cushman of Wellesley College’s Sociology Department, who will focus on cultural nationalism in post-Communist Eastern Europe; and Carl Holmberg of Bowling Green’s Department of Popular Culture, who will have an Asian focus in his presentation on popular culture. Prior to the individual workshop sessions, there will be an opening Plenary Panel Discussion with all four presenters.

The Workshops begin with Thursday’s lunch and will conclude at noon on Friday. As in the past, FACDIS will pay for lodging for out-of-towners, and cover meals and registration for all attendees. Watch for your Registration Packet with full details, including session abstracts, to arrive before the end of September, and return your registration form promptly! We look forward to seeing you!

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A WORD FROM THE DIRECTOR

Jack L. Hammersmith

As we begin another academic year clogged with enrollment problems which will soon be replaced by retention questions, I want to say a special word of thanks for all Mike Strada has done for FACDIS over the years. Not only was he involved in the shaping and nurturing of FACDIS from its very inception, but he has contributed in so many ways that I frankly would be at a loss to recount even a small portion of them here.

Rather than reiterate in a mechanical fashion some of the important positions and roles he has played, and the accomplishments and awards he has to his credit, I would simply add just a personal note. Mike's weekly appearance on our campus, our Wednesday luncheons together with Ann, and his unfailingly good advice on a whole range of educational and administrative issues have been a constant for the last four years. Certainly, they have been a major boost for FACDIS in many uncounted ways which few of us recognize and none of us can adequately acknowledge.

Even though this is only early September, we miss you, Mike, and we wish you well in your new assignments. We also look forward to your continued involvement in FACDIS.

During the summer, as some of you know, I was a guest professor at Ferris University in Yokohama, Japan. My twelve weeks there were both productive and enjoyable, and I was able to teach new subjects in the somewhat different environment of a private, woman's university--one of the oldest and most respected in Japan. The experience also reminded me of the universality of many of the problems we face in our institutions of higher education in West Virginia and the U.S.: the need for student enrollment in a highly-competitive academic environment, the changing nature of our globally-sensitive curricula, and the constantly-increasing opportunities to live and study abroad.

There are also the brochures, the recruiting efforts, and the internal stimulation to sustain a happy and stable number of students. I am referring here to the advice given me to remember that "a B is considered a bad grade," one not to be assigned without much forethought. Most undergraduate students apparently earn an S (superior or A+) or an A; few go lower. True to many of its traditions, passing the entrance exam is the difficult barrier; graduating is pretty much a given after that.

In terms of curricula, I noted far fewer students declaring themselves to be English or American literature majors--the sign of a "finishing school" type of degree--than I did when I taught in Japan in 1983. Now many are in international communications, a rare major two decades ago; and one of my students wanted a career not simply in Japanese broadcasting but specifically with CNN. Admittedly, few at Ferris seemed to be studying for such professions as medicine, diplomacy, or law, but they did talk (especially in my women's history class) about the need for a profession.

Of the undergraduates who declared specific career plans, "fright attendant" still came out most frequently, but I had at least one graduate student aiming for a doctorate in history, one undergraduate enrolling this year at SUNY-Plattsburgh for an advanced degree in sociology, one undergraduate offered a job in banking (she chose to go with All Nippon Airways instead), and another senior who had already succeeded in landing a job with IBM for next year. Even in a tight job market, these young women from generally-affluent backgrounds were stepping out a bit from the home-bound "perfect wives and mothers" of the past.

(Continued on next page)

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Sharon Nestor, Secretary, Dept. of Political Science, WVU (304-293-7140); e-mail: snestor@wvu.edu
Office Fax: 304-293-8644; Web address: <http://www.polsci.wvu.edu/facdis>

A Message from the Director (cont.)

They were, in addition, much more sensitive to the world in its many forms. When asked whom they would like to be if they could be anyone in history, the most popular choices always included Helen Keller and Mother Theresa. And they were hardly sticking around home or simply going on a vacation during the semester break in August. Three of them were going to Germany, two to England, and several to the U.S. In fact, I have already heard from those attending short sessions at Washington College and Towson State in Maryland and Indiana University in Bloomington. Many of these young women had already enjoyed exchange experiences in high school, and at least one had wanted to continue her education in Iowa. Family finances (and perhaps other factors, too) dictated that she return to Japan.

In short, I found my little corner of Japanese higher education facing many of the same budget and enrollment pressures with which we are all familiar, but I also found young Japanese women definitely becoming highly conversant with the world and its pressing issues (abortion was one on which they had, like many of us, deep interests and strong feelings) and increasingly confident in themselves. They were poised—sometimes eager—to explore the world beyond the boundaries of the traditional expectations that have often made the Japanese "professional" woman little more than the dutiful office lady, expected to serve tea and sweets with a patient demeanor and an ever-ready smile.

■JLH

DEADLINE FOR RETURN OF APPLICATIONS FOR FACDIS TRAVEL SUPPORT

FACDIS faculty have received application forms for travel support to attend professional meetings. The deadline for our receipt of these applications is **NOVEMBER 1**. Faculty may apply to attend meetings taking place prior to June 30, 2002. The Steering Committee will meet during the Annual Workshops to make decisions on support. FACDIS has a travel budget of only \$2,000, and partial rather than full support is usually awarded to allow more faculty to benefit. The applicant must be teaching undergraduate courses in international studies/foreign languages, and should specify in the application how competence in teaching field will be affected by attendance. Please see the **Calendar of Meetings** in this issue to assist you in completing your application.

FACDIS AUDIO-VISUAL LOAN PROGRAM

The recent mailing to faculty included a "Supplementary Audio-Visual Catalog" with an annotated list of recent acquisitions at the WVU Audio-Visual Library that pertain to international topics. This list of over 100 new acquisitions is a supplement to the full FACDIS catalog of *Audio-Visual and Simulation Materials in International Studies*, with well over 1,000 materials available *free* through the WVU A-V Library and the Interlibrary Loan Program. This catalog can now be accessed at the FACDIS website: www.polsci.wvu.edu/facdis

FACDIS WEB SITE AND SYLLABUS PROJECT

During the past year, recent issues of the *FACDIS Newsletter* have been added to the website, along with information on our past annual workshops, Scholar-Diplomat Programs, and summer institutes for teachers. The **FACDIS Faculty Directory** is also online, a resource of all FACDIS members with discipline, institutional, and teaching-field information on each member. E-mail links are also included. We are working to update this resource, and welcome information from you on new e-mail addresses and other revisions!

Michael Strada, has recently written three articles dealing with the importance of improving course syllabi. The articles, all published in national journals, can be accessed on our site (www.polsci.wvu.edu/facdis/syllabi.html) by clicking on "Michael Strada's Articles on Syllabi." Mike has also written an overview article on his syllabi efforts, which can be found on pages 15-17 of this issue of the *FACDIS Newsletter*. We are in the process of uploading the syllabi Mike discusses in his article, and we would like to build a more extensive syllabi site. Please consider submitting your course syllabus and outlines (via e-mail attachment or disk) for inclusion on our web site!

FACDIS 2001 SUMMER INSTITUTE FOR TEACHERS
Alumni Study-Tour to Russia: July 7-21, 2001
Comparing the New Russia to the Old Russia: Cruising Russia's Waterways

Since 1987, FACDIS has organized Summer Institutes for West Virginia school teachers on an international topic—with campus-based Institutes held at WVU (Morgantown) and Marshall University (Huntington). This year, with partial funding from the state of West Virginia, FACDIS offered a unique opportunity to alumni of previous summer programs. Twenty West Virginia educators had the opportunity to participate in a fourteen-day excursion to Russia during July on an all-inclusive Volga Russian Waterways cruise.

The trip, led by FACDIS Assistant Director, Ann Levine, was initially planned by Co-Director, Mike Strada, who, over the past 15 years, has led nine “study abroad” trips to Russia, the last of which was a similar waterways cruise. Mike knew what a superior learning experience this trip could provide, and although he was unable to accompany the group to Russia this time, he selected and organized all the pre-trip reading materials that were provided to the teachers, and helped prepare the group for what everyone agreed was the trip of a lifetime! In addition, he arranged for a colleague, Dr. Ben Eklof, Professor of History at Indiana University and a specialist on Russian education, to serve as guest lecturer to the West Virginia group during the cruise.



Group Photo on Captain's Bridge of M/S Litvinov:

First row (kneeling):

Jim Williams, Rosemary Gallaway, Nancy Lininger, Barbara Barkley. Second row: First Mate, Gayla May, Patricia Dillon, Ann Levine, cruise guide-Tanya Buzueva, Becky Nicholas, Pam Eversole, Denise McNeel. Third row: Krystal Giles, Margaret Smith, Paula Polosky, Crystal Baranowski, Dennis Wolenski, Terry White, Sharon Clagett, Karen Friel. (Not visible, Wanda Ross and Judy Szymialis.)

While the group traveled on a Russian ship with a full Russian crew, all the guides were fluent in English, and there were many on-board activities while cruising that contributed

to the educational dimension of the trip, including shipboard lectures with a Russian journalist, several Russian-language classes, plus demonstrations of native Russian crafts, costumes, music, and cultural practices. The tours, however, were the high point of the trip and provided an introduction to a land and culture that teachers agreed was very different from their expectations. Through the many tours, the group learned much about the history of Russia, but were fascinated to also learn about the current political and social situation and to observe the political and economic transition from the recent Soviet regime. Misconceptions about this country were examined, and participants came away with a very different view of Russia from the one they took with them on the trip, all agreeing that such a study-tour is by far the most effective and pleasurable way to learn.

Russia Study-Tour for Teachers (cont.)

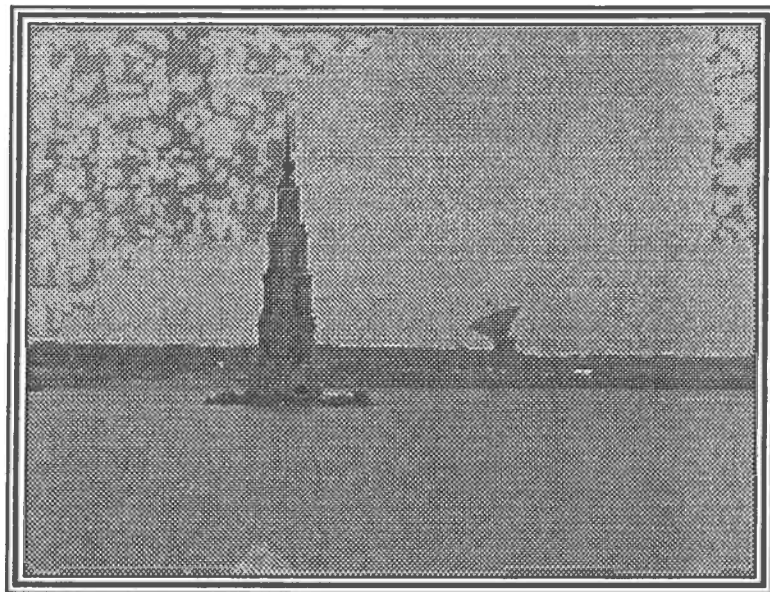
In Moscow, the group spent the first three days of the trip touring and sightseeing in Red Square and the Kremlin, plus visiting museums such as the Kremlin's Armoury, the oldest museum in Russia where royal jewels, crowns, costumes, icons, Faberge eggs, and military armor are preserved. The group toured the famous Moscow metro and were taken to the renowned Moscow Circus. Several optional tours were also offered, including art museums such as the Pushkin and the Tretyakov Galleries, a "Moscow by Night" tour, the War Museum, and the nearby monastery at Zagorsk, known as Sergiev Posad.



Judy Szymialis, Ann Levine, & Krystal Giles at Red Square
Photo by Crystal Baranowski

The next six days were spent cruising to St. Petersburg, through the Moscow Canal and the various rivers, lakes, and canals of the Volga-Baltic waterway, with shore excursions each day along the way. Highlights included a visit to the 11th century city of Yaroslavl, an important Volga port with a population today of over 600,000, and a visit to tiny Kizhi Island, located on Lake Onega, with its open-air museum of examples of Russian wooden architecture. The Church of the Transfiguration with 22 timbered onion domes and 30,000 shingles, built without a single nail in the early 1700s, was a captivating sight.

While cruising, Dr. Eklof conducted group discussions on Russia today, as well as on topics such as Russia during World War II. Especially interesting to the group were videos we took along (selected by Mike Strada) on the Siege of Leningrad during the Second World War, as well as a video on The Hermitage. St. Petersburg, created by Peter the Great in the 18th century to rival Venice, is one of the most beautiful cities of the world. Visits to Peterhof, the summer residence of Peter the Great, to Pushkin (Catherine's Palace), to the Peter and Paul Fortress, and to The Hermitage, with its unparalleled art collection, were highlights of the tour, as was a trip to the ballet. An extra attraction at the end was an overnight stay at a four-star hotel in Helsinki, courtesy of Finnair. The group enjoyed touring the sights of this lovely city during the evening before and the morning of our departure for home.



Submerged church from hydroelectric dam project on Volga.
Photo by Jim Williams

Teachers contributed one-third to the total cost of the cruise, and FACDIS paid two-thirds. Three hours of professional development graduate credit was offered, and all teachers are developing a curriculum unit on Russia. Teachers agreed that the selection of Russia was a fantastic choice for the study-tour and was an "eye-opening experience and an introduction to a wonderful culture." Very simply, all agreed that the trip accomplished its objectives...and more!

NEWS AND NOTES

WVU-Parkersburg held a Faculty Development Workshop on "Infusing Diversity from African-American, Hispanic, Minority and Women's Studies into the Curriculum" on August 17. A panel presentation, organized and led by **Devika Malhotra** (Sociology, WVU-P), included a presentation by **Sophia Peterson** (Political Science, WVU), who participated on the panel and drew the connection between multicultural studies and international education. Other panelists included Katherine Bankole, Director of the Center for Black Culture & Research at WVU, Gwen Bergner (English, WVU), representing the Women's Studies perspective, and WVU-P faculty member from Macedonia, Goran Trajkovski (Computer Science).

Ken Cosgrove, Clint Maffett, and William Simmons (Political Science, Bethany College) took ten Bethany students to Gambia last Spring Break. The trip included visits to both national colleges, the UN office, the US ambassador's office, schools, nature reserves, and meetings with Gambian government officials. The three are now working on setting up an exchange program with the Gambia colleges.

Jack Lozier (History, Bethany College) has just returned from a seven month exchange teaching position with Bethany's Chinese sister school, Zhejiang Normal University in Jinhua, Zhejiang, in the People's Republic of China.

J. Robert Baker (Language & Literature, Fairmont State College) won the 2001 William A. Boram Award for Teaching Excellence. Director of FSC's Honors Program, he teaches a variety of courses, including world literature, world novel, and the multidisciplinary course, "Race, Class and Gender."

Carolyn Halstead (Modern Foreign Languages, WV State College) participated in a teacher exchange program in Trujillo, Peru, this past summer. She was Visiting Professor at the Universidad César Vallejo for six weeks. Professor Violeta Rego from UCV taught at State. The endeavor also involved community members in the Trujillo and Charleston chapters of the Friendship Force International who provided housing for the instructors.

Geraldine Berry (Spanish, West Liberty St. College) spent time during the summer doing research in Seville, Granada, Toledo and Madrid, and studied the Arabic influence on the history and art of southern Spain.

Michael Fulda (Political Science, Fairmont State College) has been appointed by Governor Bob Wise as state delegate to the Aerospace States Association. The ASA is represented in 48 states by governor-appointed delegates, and represents the states' interests in federal aerospace policy formulation and implementation. Dr. Fulda's area of specialty is US space policy.

Frank W. Medley, Jr. (Foreign Languages, WVU) received the 2001 Founder's Award from the Southern Conference on Language Teaching (SCOLT). The organization, of which he is past chairman, bestows the award on a member who has made significant contributions to the conference and who exemplifies the spirit/ideas of the organization's founders. During its past 36 years, this is only the fifth time the award has been given. Dr. Medley, Chair of the Department of Foreign Languages at WVU, is known for his enthusiastic support and encouragement of colleagues at all levels in their pursuit of professional and personal growth.

M. Duane Nellis (Dean of Eberly College of Arts and Sciences, WVU) received National Honors at the Association of American Geographers 2001 Annual Meeting. He received the Gilbert Grosvenor Honors for Geographic Education, a notable national award which recognized Dr. Nellis for his distinguished career in teaching and research in geography.

Michael J. Strada (Political Science, West Liberty State College) has had two recent articles published in the monthly *USA Today* magazine. The magazine reports on trends and developments affecting American lifestyles (not the daily newspaper by the same name). The March 2001 issue included his article, "Is There Any Such Thing as a Good War?", dealing with his research on Vietnam War draft resisters who fled to Canada, and today speak out on the Persian Gulf and Kosovo conflicts. The September 2001 issue includes "Science, Religion, and Ecology Turn Eastward," an exploration of the idea that the tenets of Eastern religion are more compatible with nature and environmentalism than their Western counterparts.

CALENDAR OF FORTHCOMING PROFESSIONAL MEETINGS
Social Sciences and Foreign Languages

FACDIS TRAVEL GRANT OPPORTUNITY: Interested faculty should apply now for financial support enabling them to attend professional meetings that occur prior to June 30, 2002. Please find application for travel support in the recent mailing sent to all FACDIS faculty. Deadline for *receipt* of the travel application: **NOVEMBER 1, 2001.**

2001

- September 21-22 Fall Meeting of the West Virginia Foreign Language Teachers Association, Charleston Civic Center, Charleston, WV. For further information visit the web:
<http://www.bethanywv.edu/~wvflta/wvflta.html>
- October 4-6 24th Annual Third World Studies Conference, University of Nebraska, Omaha
For further information contact:
University of Nebraska at Omaha, Third World Studies Conference, ASH 238, Omaha, NE 68182. Phone: (402)554-2376; e-mail: thirdworld@unomaha.edu
- October 11-13 19th Annual Meeting Association of Third World Studies (ATWS), Armstrong Atlantic State University and Georgia Southern University, Savannah, GA
Theme: *Globalization and the Third World*
For more information contact: Professor Steve Y. Rhee, ATWS President-Elect, Department of Criminal Justice, Social & Political Science, Armstrong Atlantic State University, Savannah, GA 31419-1997; Phone: (912)921-5675; Fax: (912)921-5876; e-mail: rheestev@mail.armstrong.edu
- October 12-14 Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS) Fall Meeting, Valle Crucis, NC. For further information contact:
John Parcels, SERMEISS, PO Box 8023, Georgia Southern University, Statesboro, GA 30460-8023; (912) 681-5909; e-mail: parcels@www2.gasou.edu/sermeiss
- October 18-21 30th Annual Conference on South Asia, University of Wisconsin-Madison
For more information call: (608) 262-9224 or e-mail: conference@southasia.wisc.edu
Registration at URL: <http://www.wisc.edu/southasia/conf>
- October 19-20 55th Annual Conference, Middle East Institute (MEI), Washington, DC
Theme: *2001 and Beyond: Middle East Challenges for the New Administration*
For further information contact: Middle East Institute, Programs Department, 1761 N St., NW, Washington DC 20036-2882; (202) 785-1141; Fax; (202) 331-8861; e-mail: programs@mideasti.org; web: <http://www.mideasti.org>
- October 26-28 30th Annual Meeting of the Mid-Atlantic Region Conference of the Association for Asian Studies (MARAAS), Slippery Rock University, Slippery Rock, PA
For further information contact:
Charles Springer, Conference Chair, by e-mail at: cspringer13@home.com or visit the web at: <http://www.maraas.org>
- October 26-27 West Virginia Political Science Association (WVPSA) Annual Meeting, WV Wesleyan College, Buckhannon, WV. For details, contact: Christopher Plein, Program Chair, Dept. of Public Administration, Box 6322, West Virginia University, Morgantown, WV 26506; e-mail: lplein@wvu.edu; website: <http://www.polsci.wvu.edu/wvpsa/call2001.html>

Meetings (cont.)

- October 27 Three Rivers TESOL Fall Conference 2001, Morgantown, WV.
For details contact: Helen Huntley, Intensive English Program, West Virginia University, 117 Eiesland Hall, Morgantown, WV 26506-6297; Phone: (304) 293-3604 ext. 1102; e-mail: hhuntley@wvu.edu
- Oct. 31-Nov. 3 Council on International Educational Exchange (CIEE) Annual Conference, Portland, Oregon
Theme: *Generation Y Studies Abroad: Global, High Tech, and Environmentally Aware*
For more information contact: CIEE, 633 Third Avenue, 20th Floor, New York, NY 10017; Phone: (212)822-2625; e-mail: conference@ciee.org; web: <http://www.ciee.org/conference/>
- November 15-18 33rd National Convention of American Association for the Advancement of Slavic Studies (AAASS), Arlington (Crystal City), VA. For further information contact:
AAASS, 8 Story Street, Cambridge, MA 02138; Phone: (617) 495-0677; e-mail: aaass@hcs.harvard.edu; website: <http://www.fas.harvard.edu/~aaass/>
- November 16-18 American Association of Teachers of German (AATG), with ACTFL, Washington, DC.
For further information contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; Phone: (609)795-5553; Fax: (609)795-9398; e-mail: aatg@bellatlantic.net
- November 15-18 44th Annual Meeting of the African Studies Association, Houston, Texas
Theme: *Africa and the African Diaspora: Past, Present and Future*
For more information contact:
African Studies Association (ASA), Rutgers, the State University of New Jersey, Douglass Campus, 132 George St., New Brunswick, NJ 08901; (732) 932-8173; Fax: (732) 932-3394; e-mail: callASA@rci.rutgers.edu; web: <http://www.africanstudies.org>
- November 17-20 Annual Meeting of the Middle East Studies Association (MESA), San Francisco, California.
For further information contact:
MESA, 1643 E. Helen St., University of Arizona, Tucson, AZ 85721; (520) 621-5850; Fax: (520) 526-9095; e-mail: mesana@u.arizona.edu; website: www.mesa.arizona.edu
- November 22-24 American Council on the Teaching of Foreign Languages (ACTFL), Salt Lake City, Utah.
For further information contact: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Phone: (914)963-8830; Fax: (914)963-1275; e-mail: actflhq@aol.com; website: <http://www.actfl.org>
- Nov. 28-Dec. 2 American Anthropological Association (AAA) 100th Annual Meeting, Washington, DC.
Theme: *100 Years of Anthropology: The Transformation of a Discipline.*
For further information contact: AAA, 4350 North Fairfax Dr., Suite 640, Arlington, VA 22203; Phone: (703)528-1902 ext. 2; Fax: (703)528-3546; website: <http://www.aaanet.org/>
- December 27-30 Annual Meeting of the Modern Language Association (MLA), New Orleans, LA
For further information contact: MLA, 10 Astor Place, New York, NY 10003-6981; Phone: (212) 475-9500; Fax: (212) 477-9863; e-mail: convention@mla.org; web: www.mla.org
- December 27-30 Annual Conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL), New Orleans, LA
For further information contact: AATSEEL, 1933 North Fountain Park Dr., Tucson AZ 85715; Phone/Fax: (520) 885-2663; e-mail: aatseel@compuserve.com; website: <http://clover.slavic.pitt.edu/~aatseel/>

Meetings (cont.)

2002

- January 3-6 American Historical Association (AHA) Annual Meeting; San Francisco, CA
Theme: *Frontiers*. For further information contact:
AHA, 400 A St., SE, Washington DC 20003; (202) 544-2422; Fax: (202) 544-8307; e-mail:
AHA@theaha.org; web: www.theaha.org
- January 4-6 American Economic Association (AEA) Annual Meeting with Allied Social Sciences
Associations Meeting (ASSA), Atlanta, GA.
For further information contact:
AEA, 2014 Broadway St., Suite. 305, Nashville TN 37203; Phone: (615) 322-2595; Fax:
(615) 343-7590; e-mail: aeainfo@vanderbilt.edu; web: http://www.vanderbilt.edu/AEA
- March 13-16 CIBER 2002 Conference for Languages & Business, Chapel Hill, NC
For further information contact:
Marybeth Lavrakas, Conference Coordinator; e-mail: lavrakas@mail.duke.edu; web:
http://faculty.fuqua.duke.edu/ciber
- March 14-16 Southern Conference on Language Teaching (SCOLT), Baton Rouge, LA
For further information contact:
Lynne McClendon, Exec. Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA
30076; Phone: (404)763-6796; e-mail: lynnemcc@mindspring.com; web:
http://www.valdosta.edu/scolt
- March 19-23 Association of American Geographers (AAG) 98th Annual Meeting; Los Angeles, CA
For further information contact:
AAG, 1710 16th St., NW, Washington DC 20009-3198; (202) 234-1450; e-mail:
gaia@aag.org; web: http://www.aag.org
- March 24-27 43rd Annual International Studies Association (ISA) Convention, New Orleans, LA
Theme: *Dissolving Boundaries: The Nexus Between Comparative Politics and International
Relations*. For more information contact:
ISA, Social Sciences 324, Univ. of Arizona, Tucson AZ 85271; (520) 621-7715; Fax: (520)
621-5780; e-mail: isa@u.arizona.edu; web: http://csf.colorado.edu/isa/la/
- April 4-7 Association for Asian Studies (AAS) Annual Meeting; Washington, DC
For further information contact:
AAS, 1021 E. Huron St., Ann Arbor, MI 48104; (734) 665-2490; Fax: (734) 665-3801; e-
mail: postmaster@aasianst.org; web: www.aasianst.org
- April 9-13 Teachers of English to Speakers of Other Languages Annual Meeting (TESOL), Salt Lake
City, UT For more information contact:
TESOL, 700 South Washington St., Suite 200, Alexandria, VA 22314; Phone: (703) 836-
0774; Fax: (703)836-7864; e-mail: conventions@tesol.org; website: www.tesol.org
- April 18-21 Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, NY.
Theme: *Teaching in Changing Times: The Courage to Lead*
For further information contact:
Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Phone:
(717)245-1977; Fax: (717)245-1976; e-mail: nectfl@dickinson.edu; website:
www.dickinson.edu/nectfl

Meetings (cont.)

- June 13-15 Society for History of American Foreign Relations (SHAFR) Annual Meeting, University of Georgia, Athens, GA
For further information contact: Chris Jespersen, Program Chair, University of Georgia or Allen Spetter SHAFR Executive Office: Dept. of History, Wright State University, Dayton, OH 45435; Phone: (937) 775-2838; Fax: (937) 775-3301; email: allan.spetter@wright.edu; Website: www.ohiou.edu/shafr
- July 11-14 American Association of Teachers of French (AATF) Annual Conference, Boston, MA
For more information contact:
Jayne Abrate, Exec. Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois Univ., Carbondale IL 62901; (618) 453-5731; Fax: (618) 453-5733; e-mail: abrate@siu.edu; web: <http://aatf.utsa.edu>
- July 29-August 2 Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP); Location: Rio de Janeiro, Brazil. For further information contact:
Lynn A. Sandstedt, Executive Director, 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; web: www.aatsp.org
- August 16-20 American Sociological Association (ASA) Annual Meeting; Chicago, IL
For further information contact:
ASA, 1307 New York Avenue, NW, Suite 700, Washington, DC 20005; Phone: (202) 383-9005; Fax: (202) 638-0882; web-site: <http://www.asanet.org>
- August 29-Sept. 1 98th Annual American Political Science Association (APSA) Meeting; Boston, MA
For further information contact:
APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; (202) 483-2512; web-site: <http://www.apsanet.org>

26th Annual Colloquium on Literature & Film
Symbiosis/Synergism: The Relationship Between Science, Literature and Film
West Virginia University - September 27-29, 2001

The Department of Foreign Languages at WVU is sponsoring its 26th Annual Colloquium on Literature and Film. Beginning on Thursday afternoon, September 27, with a seminar on the usage of Computers in the Humanities (pre-registration required for this session) the conference continues through Saturday afternoon, and includes over 100 papers in 30 sessions. All sessions are held in the WVU Mountainlair on the downtown campus in Morgantown.

Other events include a jazz reception from 6-8 pm on Thursday in the Rhododendron Room followed by a film, *Forbidden Planet*, at 8:15. Other free films screenings will be held during the colloquium. The Friday evening banquet will be followed by a keynote address by Sy Montgomery, author of *Walking With the Great Apes: Jane Goodall, Dian Fossey, Birute Galdikas*, focusing on women's roles as scientists. All activities are free to non-participants except meals. For further information contact: Dr. Armand Singer, Colloquium Director, Dept. of Foreign Languages, WVU, (304) 293-5121. Program can be accessed on the web at: www.as.wvu.edu/forlang/colloquium/

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

CIEE International Faculty Development Seminars

The Council on International Educational Exchange (CIEE) announces its schedule of **International Faculty Development Seminars 2002**, an overseas series designed to support academic institutions in their commitment toward internationalizing curricula. Hosted by prestigious academic institutions abroad, the seminars provide short-term, intensive overseas experience for faculty and administrators.

Through exploration of international issues and exchanges of views with academic peers, seminar participants are able to reexamine their own disciplines within an international context and to incorporate global perspectives into their teaching and research. In 2002, 19 seminars are scheduled, including new seminars in **China, Costa Rica, Ecuador, Hungary and the Czech Republic, India, the Netherlands, and Senegal**. Programs last from 7 to 13 days.

Since their inception in 1990, more than 2,000 faculty from over 600 institutions have benefitted from participation in this series. The seminars have proven highly effective in helping faculty and administrators create and revise courses by infusing an international element; helping to develop student and faculty exchanges; and helping to further research with an international focus.

SUMMER SEMINARS: Deadline - March 15, 2002

Contemporary Perspectives. University of Wollongong, Wollongong, Australia. June 17-26, 2002

The Changing Economic and Social Face of Brazil. University of Sao Paulo, Sao Paulo, Brazil. June 11-19, 2002

The Silk Road of China. China Northwest University (Xian), Buddhist Art Academy (Dunhuang), and Xinjiang University (Urumqi). June 8-19, 2002

Health and Public Policy in Costa Rica and Latin America. Monteverde Institute. July 14-23, 2002

The Evolution of South-Eastern Europe: Croatian Perspective. The Inter-University Centre. Dubrovnik and Zagreb, Croatia. May 29-June 7, 2002

Contemporary Cuba. University of Havana. June 9-19, 2002

Democracy and Multiculturalism in the Andean World. FLACSO, Ecuador. June 1-12, 2002

London as Text: Art, Theater, and Cultural Identity. University of Westminster. London, England. June 2-10, 2002

Ghana and the Dynamics of Economic Development University of Ghana, Legon, Ghana. July 7-17, 2002

Hungary & the Czech Republic: From Communism toward the European Union. Budapest and Prague. June 2002

A Cross-Disciplinary Look at Today's India. University of Hyderabad. July 1-13, 2002.

Paradox or Paradigm: Social Trends, Social Problems, and Social Policy in the Netherlands. The University of Amsterdam. June 2-10, 2002.

Peace and Conflict in Northern Ireland. University of Ulster at Coleraine. June 9-15, 2002

Senegal, West Africa: Yesterday, Today, and Tomorrow. Africa Consultants International, Dakar. June 29-July 9, 2002

Nation-Building in South Africa. University of Cape Town and University of Pretoria, South Africa. June 8-19, 2002

Spain Today and European Integration. University of Alcalá, Alcalá, Spain. June 7-18, 2002.

Tunisia: The Legacy of Ancient Carthage. Institut National du Patrimoine, Tunisia. June 16-28, 2002.

Economics, Polity, and Religion in Turkey. Middle East Technical University, Ankara, Turkey. June 9-20, 2002.

Tradition and Transformation in Vietnam. Hanoi and Ho Chi Minh City, Vietnam. July 6-16, 2002.

CIEE Seminars (cont.)

Seminar fees range from \$1,600 to \$2,195 and include the following: lectures, briefings, site visits, and study tours; academic interchange; entrance fees; orientation and farewell receptions; transportation to scheduled events; pre-departure and on-site seminar materials; accommodations; breakfast and lunch daily; airport transfers; and an International Teacher Identity Card (insurance). *Airfare extra.*

These well-received programs are an excellent way for individual faculty to work towards internationalizing the campus and curriculum. For further information and applications contact CIEE: Karen Bailey, International Faculty Development Seminars, CIEE, 633 Third Avenue, 20th Floor, NY, NY 10017-6706; Tel: 212-822-2747; Fax: 212-822-2779; E-mail: ifds@ciee.org; web: www.ciee.org/ifds

HBCU Faculty/Administrator Grants for CIEE Seminars: 2002 ExxonMobil Faculty Fellowships

The 2002 ExxonMobil Faculty Fellowships will provide funding for faculty and administrators from Historically Black Colleges and Universities (HBCU) to participate in Council's International Faculty Development Seminars. This program is a joint initiative of the Council on International Educational Exchange and the National Association for Equal Opportunity in Higher Education, with funding provided by the ExxonMobil Foundation. Grants will be awarded in the amount of \$2,000. Application deadline: February 1, 2002.

In West Virginia, faculty/administrators from Bluefield State and West Virginia State Colleges are eligible for this fellowship program.

For further information contact: CIEE, Faculty Programs Department, 633 Third Avenue, 20th Floor, New York, NY 10017-6706. Phone: (212) 822-2747 or (212) 822-2782; e-mail: IFDS@ciee.org; Website: <http://www.ciee.org/IFDS/funding/exxonmobil.htm>

Institute for National Strategic Studies National Defense University

The Institute for National Strategic Studies of the National Defense University at Fort McNair in Washington, DC organizes four major outreach symposia each year, with one each on: European issues, Asia-Pacific issues, Joint Force issues, and an issue of topical import. The NDU Symposia program is open to the public. The

22nd annual Topical Symposium "*National Security in the Global Era*" will be held on September 20-21, 2001 at Ft. McNair in Washington, DC.

This topical symposium seeks to explore some of the critical issues raised in an eighteen-month NDU research project that assessed the strategic consequences of globalization and its implications for US national security and defense policy. The symposium objectives are fourfold: (1) expand awareness among government officials, national security experts, and the public of the implications of globalization and national security; (2) assess the effectiveness of the Bush Administration's national security strategy and policies; (3) examine key areas where globalization will impact US defense strategy and force structure; and (4) explore the uneven impact of globalization on key regions of the world and the implications of these trends for national security.

The registration fee for this two-day program is \$115, and prepayment and pre-registration are required. For more information on this and other upcoming symposia, contact: National Defense University, Institute for National Strategic Studies, 300 5th Avenue, Fort McNair, Washington, DC 20319-5066; Phone: (202) 685-3857; Fax: (202) 685-3866; website: www.ndu.edu/inss/symposia

The next symposium will be the Joint Operations Symposium on November 7-8, 2001, followed by the Pacific Symposium on February 20-21, 2002, and the European Symposium on May 21-22, 2002. Request to be added to the mailing list for information on future symposia.

Opportunities to Teach Overseas

Since 1949, University of Maryland University College (MUUC), in cooperation with the Department of Defense, has been offering credit courses for members of the US military communities abroad. Experienced faculty are being sought to teach in UMUC programs for personnel on US military bases in Asia and Europe. Broad teaching expertise is desired. Ten-month renewable contracts begin August (some January). Lecturers are selected between February and June. US citizenship is required. Benefits include transportation, military base privileges, health insurance, and TIAA-CREF. Not suitable for faculty with children. For more information contact: Assistant to President, Overseas Programs, University of Maryland University College, 3501 University Blvd., E., Adelphi, MD 20783. Website: <http://www.umuc.edu/internat/facinfo.html>

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

Opportunities in Germany: DAAD

DAAD Study Visit Research Grants For Faculty: program offers support to scholars to pursue research at German universities for one to three months during the calendar year. Grants are awarded for specific research projects. Deadlines are **August 1** for visits during the first half of the following year; and **February 1** for visits during the second half of current year. Stipend consists of a monthly maintenance allowance. (International airfare not covered.) Other awards are available for faculty travel/ language study.

Learn German in Germany for Faculty. This scholarship offers support for faculty members who wish to attend intensive language courses at Goethe Institutes. The four- and eight-week courses are offered from May to November. Faculty members who teach in the fields of English, German or other modern languages or literatures are **NOT** eligible. Applicants must have a basic background in German and should be able to demonstrate a need for acquiring a better proficiency in the language for their future research. **Deadline: January 31, 2002.**

Information Visits to Germany. The German Academic Exchange Service sponsors academic information visits to Germany by groups of college and university students accompanied by a faculty member. The visit is intended to increase knowledge of, and familiarity with specific academic, scientific, or cultural subjects and/or institutions in Germany. The group should consist of ten to twenty students. Participants may be drawn from more than one institution. Fluency in German is not required, but it is desirable. The proposed program should have a meaningful relationship to the curriculum pursued at the home institution. DAAD will provide a small daily subsidy to each student and the faculty member. Hotel and transportation costs will not be covered. Applications may be filed at any time, but they should be submitted at least six months before the beginning date of the planned visit. For more information and a downloadable application form, see the DAAD website at <http://www.daad.org/special.htm>

For further information on these grants for German Studies, contact: DAAD, 950 3rd Avenue, 19th Floor, New York, NY 10022; (212) 758-3223; Fax: (212) 755-5780; e-mail: daadny@daad.org; web: www.daad.org

Fulbright-Hays Programs

Fulbright-Hays Summer Seminars Abroad. This US Department of Education grant program provides short-term study/travel opportunities abroad for **educators in the social sciences and humanities to improve their understanding/knowledge of the people and culture of another country.** The topics of the seminars and host countries vary from year to year; some are designed for faculty from colleges, universities and community colleges; some are designed for public school teachers and/or administrators and supervisors. The program is geared towards those educators with little or no experience in the host country(ies) who demonstrate the need to develop and enhance their curriculum through this study and travel abroad. Trips are a maximum of six weeks in length. The application deadline will be **October 29, 2001.**

There are approximately ten seminars every summer, with 14-16 positions per seminar. Five seminars will be aimed at the secondary/post-secondary level of instruction: **China, Egypt, Hungary/Poland, South Africa, and India** (India for community college faculty). The award includes airfare, room, board, tuition and fees, and program-related travel within the countries.

Application forms and further information are available from: Fulbright-Hays Seminars Abroad Program, International Education Programs Service, US Dept. of Education, 1990 K St., NW, 6th Floor, Washington DC 20006-8251; Phone: (202) 502-7700. For more information contact Michelle Guilfoil (202-502-7625) e-mail: michelle.guilfoil@ed.gov or Gail Holdren (202-502-7691) e-mail: gail.holdren@ed.gov; web: <http://www.ed.gov/offices/OPE/HEP/iegps.sap>

Fulbright Teacher/Administrator Exchange Program. Sponsored by the U.S. Department of State, the Fulbright Teacher and Administrator Exchange Program arranges: (1) direct one-to-one classroom exchanges to over thirty countries for teachers at the elementary, secondary, two-year and four-year college levels; (2) six-week shadowing experiences for administrators in nine different countries; (3) eight-week seminars in Italy for teachers of Latin, Greek or the Classics. The annual application deadline is **October 15** for the following year's program. Contact: (800) 726-0479; web: grad.usda.gov/info_for/fulbright.cfm; e-mail: fulbright@grad.usda.gov

Other Fulbright Opportunities

Fulbright German Studies Seminar. June 8-28, 2002. Approximately 25 grants are available to American scholars from US colleges, universities, and community colleges in the fields of German language and literature, history, political science, or other humanities and social sciences related to the seminar topic of "*International Migration and National Identities.*" Participants will examine the political, social and economic institutions of Germany, including the five new states in eastern Germany, in light of their recent history and current development. The program will begin in Berlin and include visits to other cities in eastern and western Germany. The grant award includes round-trip transportation; per diem allowance for meals, lodging, local travel and incidental expenses; and the opportunity to stay in Europe after the seminar to pursue individual research projects. **Application deadline: November 1.** For more information contact Richard Pettit at (202)686-6240; E-mail: rpettit@cies.iie.org; web: www.cies.org

The Fulbright Senior Specialist Program is a new short-term Fulbright grant opportunity for leading US scholars and professionals. In order to extend the scope and reach of the traditional program, the Fulbright Senior Specialist Program has been initiated to provide short-term Fulbright grants of two to six weeks. Fulbright Senior Specialist activities will be designed to provide US faculty with opportunities to collaborate with professional counterparts on curriculum and faculty development, institutional planning, and other activities. Grants awarded will include travel and per diem plus a \$200 per day honorarium. Per diem costs will be covered by the host institution.

The new Senior Specialist program differs from the traditional Fulbright Scholar competition in that the Council for International Exchange of Scholars (CIES) will build rosters of specialists in a variety of fields through an open application process. Applicants recommended by specialists peer review committees and approved by the Fulbright Foreign Scholarship Board will become candidates for Fulbright Senior Specialist awards. As countries request Fulbright Senior Specialists through their local Fulbright Commission or US diplomatic post, candidates will be matched with appropriate programs and will be contacted to ascertain their availability for final consideration. For further information contact: CIES, Phone: (202) 686-4000; Fax: (202) 362-3442; Website: <http://www.cies.org/cies/specialists/>

Social Sciences Research Council Fellowship and Grants Program

A variety of programs are available through SSRC and ACLS, including the following:

Information Technology, International Cooperation and Global Security. This two-month summer fellowship supports research and collaboration on the relationships between information technology, international cooperation and global security for both PhD students and faculty researchers. Applications must be received by December 3, 2001. For further information contact: E-mail: Itcoop@ssrc.org or visit the web at: <http://www.ssrc.org>

Conflict, Peace and Social Transformations Fellowship. The Program on Global Security and Cooperation promotes the production, integration and dissemination of the new knowledge needed to understand and meet the security challenges of the 21st century. GSC offers fellowships and grants for international and cross-institutional training and research. The Fellowship on Conflict, Peace and Social Transformations is designed to advance training and innovative research on underlying causes and conditions of conflict and insecurity. Application deadline: **December 3, 2001.** Additional information is available at www.ssrc.org

National Program for Research in China. This program is for scholars in the humanities to do research in the People's Republic of China. US citizens and permanent residents with a PhD are eligible to apply. These grants, made possible by the National Endowment for the Humanities, are offered for 4-12 months and provide a monthly stipend and travel allowance. Application deadline is **November 15, 2001.** Further information, guidelines and application forms are available from the Office of Fellowships and Grants, ACLS, 228 East 45th Street, New York, NY 10017-3398; Fax: (212) 949-8058; e-mail: grants@acls.org; website: www.acls.org

Japan Program. Advanced research grants to support individual postdoctoral research are awarded annually with funds provided by the Japan-United States Friendship Commission. Special attention will be given to Japan specialists who are interested in broadening their skills and expertise through training or comparative work in an additional geographic area. Research may be carried out in Japan, the US or other countries. Deadline: **December 1, 2001.** For further information, e-mail: japan@ssrc.org

Northeast Conference Scholarships

Each year, the Northeast Conference on Foreign Languages administers several foreign language scholarships for summer study abroad. There are no membership dues to become a member of NECTFL, so join today to be eligible and receive applications.

French Embassy Scholarship. This annual scholarship is for summer study at a program in France and is one of several initiatives taken by the French Embassy to become more involved in the Northeast Conference and to support the teaching of French in the United States. Expenses for tuition, room and board, as well as activities and excursions are covered. The scholarship does not cover airfare.

Goethe-Institut/AATG Scholarship. An annual scholarship for summer study at a Goethe-Institut program in Germany, this scholarship is one of several initiatives taken by the Goethe-Institut to become more involved in the Northeast Conference and to support the teaching of German in the U.S. Expenses for tuition, room and board, as well as activities and excursions are covered. The scholarship may cover round trip airfare from the U.S. to Germany.

Spanish Embassy Scholarship. An annual scholarship for summer study at the University of Salamanca, Spain, provided by the Spanish Embassy. Scholarship includes study in Salamanca during the month of July. Expenses for tuition, room and board, as well as activities and excursions are provided. Scholarship does not cover airfare.

Application deadline for each Northeast Conference scholarship is December 1st. For further information contact: Northeast Conference at Dickinson College, PO Box 1773, Carlisle, PA 17013-2896.; (717) 245-1977; e-mail: nectfl@dickinson.edu; web: www.dickinson.edu/nectfl

The Rockefeller Foundation

One-month residencies at the Bellagio Study Center near Lake Como, Italy provide the opportunity for work uninterrupted by the usual professional and personal demands. Since its opening in 1959, the Center has hosted more than 3,300 resident scholars, artists, writers, scientists and policymakers. Each year about 140 residents are selected as part of a competitive application process. Residents must expect their work to result in publication, exhibition, performance,

or other concrete product. Application deadlines are January 10 and May 10, 2002. For more information contact: Rockefeller Foundation, Bellagio Center Office, 420 Fifth Avenue, New York, NY 10018-2702; E-mail: bellagio@rockfound.org; Website: <http://www.rockfound.org/>

West African Research Center Travel Grant

WARC in Senegal offers travel grants of up to \$2000 to West African scholars. These funds may be used to: 1) attend/read papers at academic conferences relevant to the applicant's field of research; 2) visit libraries/archives that contain resources necessary to the applicant's academic work. Applications will consist of the following: a description (seven double-spaced pages maximum) of the applicant's research and how the proposed travel is relevant to work; CV with research/teaching record; an abstract of the paper to be read and a letter of acceptance to the conference (for those wishing to attend meetings); a description of the collections to be consulted and their significance to the applicant's research (for those wishing to travel to libraries). Applications should reach the West African Research Center at least three months before the travel date. Submit applications to: WARC/CROA, B.P. 5456 (Fann-Residence), Rue Ex Leon G. Damas, Dakar, Senegal. Phone: 9-011-221-8-24-20-62. Fax: 9-011-221-8-24-20-58. E-mail: assist@mail.ucad.sn. For information on other opportunities, visit West African Research Association (WARA) web page at: <http://polyglot.lss.wisc.edu/afrst/wara/funding.htm>

Grant Opportunity for Students: Asia

Freeman Awards for Study in Asia. Supported by the Freeman Foundation, the Institute of International Education announces the *Freeman Awards for Study in Asia*, designed to encourage undergraduate US citizens and permanent residents to study in East and Southeast Asia. Over the next three years, the Freeman-Asia program will provide some 1,200 undergraduates with awards ranging from \$3,000 to \$7,000 depending on the length of stay. All eligible undergraduates are encouraged to apply, with priority given to those with the most financial need. After return from abroad, awardees must fulfill a service requirement to promote study abroad in Asia within their community, and submit a final report summarizing their experiences. For further information, call (212) 984-5542; e-mail freeman-asia@iie.org. To access the online applications, visit website at: <http://www.iie/pgms/freeman-asia>.

Overview of Five Course Syllabi
Michael J. Strada
Professor of Political Science, West Liberty State College

Global Issues: An Intro. to Social Science

"The Humble Syllabus as Creative Catalyst"

Background

FACDIS Experience

For me, taking seriously the lowly course syllabus began with the FACDIS consortium. As a recipient of external funding, FACDIS has often needed to verify course enhancements promised in its various grant proposals. The consortium learned to rely on comparing pre- and post-project syllabi as content and method descriptors of course improvement.

My Course Syllabi

Having witnessed good things happen when perfunctory syllabi evolve into thoughtful ones, I was eager to apply principles gleaned from the FACDIS laboratory to my own courses. More than a few years were required for this process to mature. As it did, I found myself hooked on questing after the elusive model syllabus, which led me to think through my courses more complexly and reflectively.

Since second chances to make good first impressions don't exist, it pleased me to find that beginning a course with a solid syllabus fosters a *business-like atmosphere*. Professionalism matters, because research suggests that students learn best from organized professors with high expectations (for themselves and their students). I also found that investing in my syllabi paid subsequent dividends by increasing classroom efficiency.

Communicating

As my syllabi grew in *comprehensiveness, specificity, and clarity*, so did the temptation to communicate with peers. I pondered whether my observations would stand up to scrutiny; I wondered what insights others might possess about the syllabus as catalyst for enlivened teaching and learning. So I began researching the extant literature, conceptualizing issues more holistically than did the literature, making presentations to groups, and writing three articles that were published in 2001.

The course I teach every semester, Social Science 100, is where I have concentrated my energies (my other courses are taught every two years). While length is not everything, it does represent a necessary (although not sufficient) condition for an excellent syllabus. Instructors *always* ask the size question at seminars. If my syllabus for this course works, length alone is not responsible.

The pedagogical essence of this course is **active student learning**. This motif includes: *Writing Across the Curriculum (5-min. writings), small group discussions, simulation games, values clarification exercises, debate, and case studies*. Didactic time consists mainly of 20-minute mini-lectures followed by activities processing the information. Only about three class sessions out of 45 are straight lecture. Thematically, the content involves human behavior observed through the global lens. **Globalization** is the substantive counterpart to the pedagogical process of active learning. In highlighting Writing Across the Curriculum (WAC), my SS100 syllabus defines, explains, and illustrates the difference between descriptive and *analytical writing*—and why the latter skill is more prized in contemporary society.

Tracing the contours of analytical writing in a detailed fashion is followed by quite detailed lesson plans. Some colleagues invariably recoil at the very phrase, considering lesson plans germane only to beleaguered public school teachers. But in pursuing the elegant syllabus, nothing has surprised me as much as the **value of lesson plans**. Why? Because once constructed, they save huge chunks of time, prevent backsliding by recording what works in the classroom and what does not, are easily improved by editing right after each class, and inform students about **what will happen, when, and why**.

Four Rotated Upper-Level Courses

Since I teach them every fourth semester, and since their subject-matter changes rapidly, my upper-level courses aim for conceptual clarity rather than detail. For example, the fall 2001 course described first, US Foreign Policy, is one that I am teaching completely differently than before. This typifies the malleability of international studies courses (both a blessing and a curse) instead of chemistry or philosophy courses (which presumably change less rapidly).

Fall 2001: US Foreign Policy

More than two decades ago, I published my first article in a refereed journal describing a **values clarification (VC) approach** that I had developed for my American national politics course. When I ceased teaching that course, the VC approach slipped from my consciousness. It is an issues-oriented teaching strategy applicable to courses replete with controversial policy questions, and I have resurrected it here for US Foreign Policy. VC tries to *personalize policy issues* by giving students the intellectual space to evolve their own positions on issues via a step-by-step process. The approach is inductive and inquiry-oriented in sharp contrast to the deductive/didactic lecture methods.

The *first three weeks* depart briefly by providing *substantial background lectures* chosen to provide historical and conceptual tools enabling students to take reasoned positions on complex policy issues. The remaining *twelve weeks feature one issue per week* (e.g., Was US participation in Kosovo War justified?). Each issue evolves in a VC framework by moving from a general, conceptual discussion of the issue to a specific, concrete issue analysis. One class provides reading, lecture, or A-V background. The second class involves small-group discussion and a preliminary selection from two dichotomized choices on that issue (e.g., Yes, US role in Kosovo justified; or, No, US role in Kosovo not justified). The third session includes further discussion of the issue, recording of position on 7-point continuum (e.g., pos. 2=Very much in favor of US role in Kosovo), and writing a short in-class position paper (followed by a more formal out-of-class paper).

The tension between continuity and change in US foreign policy represents the conceptual heart of this course, and the research paper builds on this essential topic. Papers are researched online and resources are provided for students to evaluate and assess websites utilized. This is the only course that I am teaching with a *contract grading* system for the final grade.

Spring 2001: International Relations

While the action on today's world stage indirectly affects all of us in ways unimaginable a generation ago, most of its *script plays out in places physically distant from us*. This fact of physicality creates the false impression among students that such action is abstract and irrelevant to their lives. The strategy I am using here to address the problem of physical distance revolves around a new supplementary textbook by Robert Gregg, *International Relations on Film* (1998). Gregg's book triggered my re-conceptualization of this course.

His text clarifies something that I have known intuitively for quite some time: *visual images capture the human imagination in ways that words cannot*. And while documentary films have great merit, there is also much to be said for the use of **feature films** in academe. While motion pictures surely entertain us, they also subtly affect our *attitudes and beliefs*. I have often used movies piecemeal to make an intellectual point, but this is the first time I have built them into the gestalt of a course. It is important to note that I am balancing films in three specific ways: brief clips in class; full out-of-class viewing; full in-class viewing—each of which provides opportunities for serious analysis. The content of the term paper assignment is also woven tightly into the filmic fabric of this approach.

However, I have seen feature films abused in the academy. Gregg emphasizes that the proper role of film in international relations is to *augment the traditional quest for knowledge*, not to become the end in itself. Properly used as an adjunct to education, he identifies ten ways that movies can contribute to analytical rigor. My other text for this course is a thick classic that covers all the standard IR fare that Gregg does not.

Fall 2000: Twentieth Century Russia

Much of this course covers the history of the Soviet Union, and the story of its rise and demise. A subject matter chock full of analytical conundrums. I have subtitled this course "Developing Analytical Skills about Russian Political Culture: Analysis of Websites, Documentaries, and Themes of Continuity." All of my courses involve much analytical writing. However, in this one I emphasize the value of rigorous analysis more directly, particularly regarding three venues.

The first involves analysis of websites in five required Internet exercises: students research specific websites on each of five topics, write a analytical assessment, and then report to the class (grades based 50 % on my grade and 50% peer grading). Secondly, students analyze a set of documentary films used weekly to illustrate and expand upon reading and lecture material. The explosion of new and compelling documentaries that have risen from the ashes of the Cold War facilitates this strategy. Thirdly, the chief issue underlying Soviet history is that of continuity versus change in Russian history. To what extent is the Soviet period unique? Or conversely, to what extent does Soviet history reflect resilient and fundamental tendencies traceable to 314 years of Tsarist history and 1,000 years of Russian culture? The text I have chosen takes a continuity perspective, and students are asked to analyze how convincingly the author presents that tack.

Overview of Five Course Syllabi (cont.)

I mention in this syllabus that the term paper for my courses differ from each other. I think that observation is particularly true in this course, which a quick perusal should reinforce. Other unique aspects of this course would be the use of peer grading for in the Internet assignments, consistent reliance on documentary films, and a take-home analytical essay question for the final exam distributed at the start of the course.

Spring 2000: Comparative Politics

This course had been dropped from our catalog and the last time I taught it the Soviet Union still existed and the Cold War was a fact of life. In scrambling to bring it back, I have taken a regional approach and selected the text accordingly. Why? Because with the disappearance of the bipolar Cold War multi-polar regionalism is much more in evidence. Like my other courses, this one focuses on analytical writing and active learning. The mixed methods of Socratic Method, 5-minute writings, case studies, films, and contract grading for the term paper are all employed.

The *Socratic Method* is applied here primarily in the term paper assignment, however, I plan subsequently to tilt the course thematically in a more Socratic direction. The emphasis will be on a Socratic treatment of issues. This means that an issue will be introduced and discussed; each student will advance an argument concerning the issue; the other students will all give responses to the presentation, and a general debate will the ensue. A key Socratic element is the professor's directive role: prodding and coaxing student responses with pointed questions. Unlike the values clarification technique used in my US foreign policy course (where the instructor serves as a non-directive facilitator), the Socratic approach requires a directive consideration of the relative cogency of arguments presented by the students.

EDITOR'S NOTE: Mike Strada's journal articles on syllabi can be accessed on the FACDIS website, www.polsci.wvu.edu/facdis, as well the syllabus for his Global Issues course. If you want a hard copies of his syllabi, contact Ann Levine (alevine@wvu.edu). Dr. Strada is presenting a Faculty Development Seminar on "Improving Syllabi" at West Liberty State on September 12, and is available to speak or consult with other institutions. Contact Mike by email: mjstrada@cs.com or phone (304) 336-8015.

INSTRUCTIONAL RESOURCES FOR TEACHERS

Book Review

Foreign Policy in Comparative Perspective: Domestic and International Influences on State Behavior.

Edited by Ryan K. Beasley, Juliet Kaarbo, Jeffrey S. Lantis and Michael Snarr. Congressional Quarterly Press, August 2001. 350 pages. ISBN 1-56802-626-9. Paperback. \$34.95.

Foreign Policies in Comparative Perspective is an excellent volume that has a great deal of potential as a textbook in a variety of International Relations (I.R.) courses. It has a strong theoretical introduction and the 13 country studies are thorough and well written. It will surely be a very strong successor to Macridis's *Foreign Policy in World Politics* and, in some respects, offers clear improvements over that long established volume, i.e., a broader sample of county cases and less conventional sorts of analyses of these countries. Book is organized as follows:

- The Analysis of Contemporary Comparative Foreign Policy (Juliet Kaarbo, Jeffrey Lantis & Ryan Beasley)
- British Foreign Policy: Continuity and Transformation (Brian White)
- French Foreign Policy: The Wager on Europe (Steven Philip Kramer)
- Contemporary Germany Foreign Policy (Jeff Lantis)
- Continuity and Change in Russian Foreign Policy (Paul D'Anieri)

- China: Part of the Community (Brian Ripley)
- Japanese Foreign Policy: The International-Domestic Nexus (Akitoshi Miyashita)
- From Consensus to Disarray: Indian Foreign Policy in the New Millennium (Tinaz Pavri)
- Continuity and Change in Israeli Foreign Policy (Laura Drake)
- The Changing Character of Irianian Foreign Policy (Paul D. Hoyt)
- Leadership and Ambition in Nigerian Foreign Policy (Olufemi A. Babarinde and Stephen Wright)
- South African Foreign Policy: A New Regime in a New World Order (Kenneth W. Grundy)
- Brazil: The Emergence of a Regional Power (Scott D. Tollefson)
- Mexico: Balancing Sovereignty and Interdependence (Michael T. Snarr)
- Comparing Contemporary Foreign Policies (Ryan Beasley & Michael Snarr)

The book's conceptual framework, as laid out in chapter one, is excellent. The chapter nicely conveys the thrust of 1990s comparative foreign policy thinking (which has itself been transformed over the past decade) and does so in a way that speaks to undergraduate students in a reasonably sophisticated manner. The flow of the topics is most appropriate, i.e., the opening emphasis on international change, followed by a solid explanation of (a) conceptual issues in foreign policy analysis, (b) systemic factors according to both neorealist and neoliberal perspectives, and (c) a survey of domestic influences on foreign policy such as the levels of mass society, the political system, government, and leadership levels. The theoretical survey ends appropriately with a discussion of the linkage between internal and external forces in a way that integrates the two, rather than arguing that domestic factors somehow overwhelm systemic conditions.

Generally speaking, the country chapters are quite good--indeed, most are models of thorough discussion of foreign policy substance in a way that is rooted in an underlying theoretical analysis. I was very impressed. I think these chapters are more interesting and imaginative, and are less mechanical and cold war-rooted than those found in the Macridis volume. I recognized that most of the chapters are written by theorists with a solid understanding of their respective countries. The chapters are clearly argued and, quite impressively, reflect the underlying theoretical concerns of the book as laid out in the introduction. Along with aspects of change, each chapter really does consider the various systemic, domestic, and decision making/political factors that are outlined in the introductory chapter.

My main criticism of the book is the relative narrow time frame of the country analyses. Although all of the chapters begin with setting the historical context for each country, most do so only as far as the post-World War II period. As such, the discussion of international change--which is so central to the book--assesses foreign policy trends only to 1945. This is inadequate because it narrows the question of change to adapting solely to a post-bipolar world. For many countries, questions about change in their foreign relations are far more profound and/or problematic if one looks at the situation of these countries *before* WWII and even as far back as the pre-WWI era of nationalism and imperialism.

As noted, one of the attractive features of this edited volume is that it could be used in a relatively wide variety of courses, either as a core text or as a supplemental reader.

Among the courses I have taught over the years, there are at least three in which I would use this book.

First, and most obvious, it could serve as a core textbook in an upper-level undergraduate class on comparative foreign

policies or policy analysis (normally with 30-40 students). Although usefully supplemented by a more theoretically oriented textbook (e.g., Neack, Hey, and Haney, 1995), *Foreign Policy in Comparative Perspective* would be a strong core textbook in the course because of its thorough coverage of the substantive national foreign policies.

Second, this textbook could be used in my introductory international relations course taught to entry level majors (usually 60-75 students). Given that almost all introductory I. R. textbooks downplay foreign policy relative to systemic concepts and trends, this text would enable professors to add a sizeable foreign policy component to those national actors most relevant to particular sections of the course (e.g., major power relations, Middle East conflict, North-South international relations). This book could nicely supplement my current textbook, Kegley and Wittkopf's *World Politics: Trends and Transformation*.

Finally, note that there are various foreign policy "simulation" courses, e.g., the inter-university ICONs foreign policy crisis decision-making situation based at the University of Maryland. In that course, the class represents one or more national governments and interacts with "nations" at other universities. Even if the course is not geared to teaching comparative foreign policy, *Foreign Policy in Comparative Perspective* would be useful in providing background to the logic of the class's nation(s) and those of the nations with which they interact in the simulation.

The quality of writing and organization in the chapters makes this book very accessible to undergraduates. The length of each chapter is appropriate and there is a wide diversity of countries considered. Each country chapter includes:

- an introduction by the editors that points to similar developments in other countries, reinforcing comparison and analysis
- a discussion of the linkages between external and internal factors and the implications for future foreign policy
- a map to place countries within geographical context
- a list of suggested readings for further information

I can highly recommend this book as a textbook as well as a supplementary reader for international relations courses.

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NOTE: The editors of this volume are all Ohio State University graduates. Mike Snarr participated in FACDIS while he was on the faculty at Wheeling Jesuit University from 1995-2000, when he joined the faculty at Wilmington College in Ohio.

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