



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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TWENTIETH ANNIVERSARY FACDIS WORKSHOPS

“Is Sustainable Development Feasible?”

November 9-11, 2000

Editor's Report

On November 9-11, 100 FACDIS faculty plus speakers and invited guests participated in the 20th Anniversary FACDIS Workshops on the theme *“Is Sustainable Development Feasible.”* We celebrated our past two decades with an expanded three-day event, which began on Thursday afternoon with a stimulating panel discussion on *Tensions Inherent in Sustainable Development*. After an introduction and some background information from Mike Strada, FACDIS Co-Director and chief planner for this year's conference, our four distinguished presenters examined the major issues in the debate over the viability of sustainable development and opposing factors, such as environmental protection.

In the plenary sessions and in four workshop sessions on Friday, our speakers examined the relative contributions to sustainable development made by four major global actors: the more developed countries (MDCs), the less developed countries (LDCs), non-governmental organizations (NGOs), and multinational corporations (MNCs). **Dennis Pirages**, Professor of Government at the University of Maryland, examined the MDCs, **Valentine James**, Associate Professor of Public Policy at Southern University, led sessions on LDCs, **Margaret Keck**, Professor of Political Science at Johns Hopkins University, looked at the role of non-governmental organizations; and **Carl Frankel**, writer, journalist and consultant specializing in business and sustainable development, examined the role of multinational corporations.

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While we are still compiling the evaluations from participants, comments received to date by e-mail and mail have been quite complimentary. Such comments include those as: “I felt privileged to be a part of this stimulating dialogue”; “The Workshops were suggestive, provocative and instructive – they prompted me to imagine my own possibilities in the classroom”; and “Already, my colleagues and I here are talking about ways to use what we learned.” (If you attended, and have not yet returned your form, please do so now.)

(Continued on page 2)

20th Anniversary Workshops (cont.)

Prior to Thursday evening's thoughtful keynote address on *Religion and Ecology: New Contributions to Sustainable Development* by Dr. Mary Evelyn Tucker, Professor of Religion at Bucknell University, I (Ann Levine), welcomed the assembled group and gave a short talk on "**FACDIS at 20 Years: A Look Back and a Look Ahead.**" After a quick overview of the state of international education in the past two decades, I concluded:

I think it is a very exciting time to be in the international education "biz" these days. No one seems to need to be convinced anymore about the inter-connectedness of the world, and the need to know more about our neighbors. In April of this year, at the French Embassy, the Secretary of Education, Richard Riley, gave an historic speech entitled, "The Growing Importance of International Education." As the first Secretary of Education ever to give a major address on international education, Riley said that, "Education is an international issue of equal importance with keeping the peace and trade and economics. Every sensible leader recognizes that the wealth of a nation in the information age -- the economic, social, and cultural wealth -- lies in its people and what they know and can do." He also said that for all nations, increasing international exchanges was a top priority. The secretary suggested that the goal by 2010 should be that 20% of all college students in the U.S. should participate in an international exchange program. Throughout his address, the Secretary stressed the importance of the study of languages other than English. He said: "More than any other developed nation the U.S. has fallen behind when it comes to teaching our students the importance of learning an additional language." He suggested using the Internet to connect classrooms around the world, and said he thought it would encourage many more American students to learn a foreign language, promoting a concept the Secretary calls "bi-literacy." The Secretaries of State and Education have deemed the week of November 12th the first-ever "International Education Week." So your work is cut out for you. Go home and educate your students about the world, and keep giving us ideas about how we can help!

A highlight of the conference occurred during the Thursday night banquet, when I presented the annual FACDIS Outstanding Study Abroad Advisor certificate, as well as a professional development monetary award to Professor Pablo Gonzalez of WVU's Department of Foreign Languages. The annual recognition award program was established by FACDIS in 1995 to emphasize the importance of study abroad, and to recognize faculty who have effectively encouraged students to study abroad. This year, as we thought about who had done the most in the state to promote and provide quality study abroad opportunities, we realized that the person was right in our own back-yard, and recognition from us was long overdue. Pablo came to WVU in 1966, and since that time has taken over 1,000 students to study Spanish abroad, in his native Colombia, in Mexico, and currently takes students for four weeks each summer to Santander, Spain. Congratulations, Pablo, for an honor that is richly deserved! [Photo of Ann and Pablo.]



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20th Anniversary Workshops (cont.)

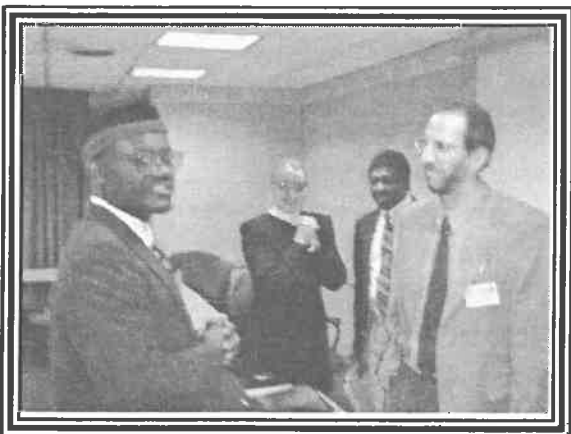
After Pablo and I sat down, it was my turn to be surprised! FACDIS Founding Director, Sophia Peterson, came to the podium and delivered a moving tribute to me and my efforts to enhance international education in West Virginia since FACDIS' inception in 1980. Sophia was joined by Co-Directors, Jack Hammersmith and Mike Strada, in presenting a handsome original print by West Virginia artist, W.C. Hart, of the covered bridge in Beverly, WV. A gift to me from FACDIS, the beautifully framed lithograph also included an engraved plaque, commending me for "outstanding service" during the past twenty years.



Please allow me to take this opportunity to thank everyone in FACDIS, and to say that it has been my great pleasure to work with an outstanding group of educators throughout the state during the past two decades!

The four workshop sessions on Friday led by the presenters were stimulating (and exhausting), and the day concluded after the banquet dinner with an economist's view, *Sensible Disagreement on Sustainable Development*, a keynote address by Paul Portney, President of Washington think-tank, Resources for the Future. FACDIS hopes to soon have both Dr. Portney's and Dr. Tucker's keynote addresses on its website (see bottom of page 2 for address).

A wrap-up plenary panel discussion with the four consultants on Saturday morning was followed by three excellent pedagogical workshops. Jeffrey Lantis, Chair of the International Relations Program at the College of Wooster demonstrated a role-playing simulation, "Global Problems Summit," to promote experiential learning about international diplomacy and the complexity of global issues. Michael Snarr of Wilmington College (formerly FACDIS member from Wheeling Jesuit University) led a session on using the public policy discussion series "Choices for the 21st Century," in teaching about the environment. Finally, FACDIS Co-Director, Michael Strada, led a session on "Model Syllabi as Catalysts for Teaching Global Issues Innovatively." The event concluded before noon on Saturday. If you were not able to attend this year, we hope to see you next November 8-9 at Lakeview. See next page for the topic of the 2001 Workshops. ◆AML



Speaker, Valentine James, with Dan Weiner (WVU), Rebekah Jones (University of Charleston), and Kwame Boateng (WV Wesleyan College)



Speakers: Dennis Pirages and Margaret Keck

FACDIS WORKSHOPS 2001

Cultural Resistance to Imperial Legacies November 8-9, 2001

The FACDIS Institutional Representatives Council met during this year's conference to decide on the theme for our 21st Annual Workshops next year. The dates will be November 8-9, 2001, again at Lakeview Scanticon Resort, and remaining with the Thursday-Friday schedule that many of you have said you prefer

Preliminary plans call for an examination of the topic, *Cultural Resistance to Imperial Legacies*, from various perspectives including social/cultural, literary and artistic, and historical/political. Music and literature are obvious examples of creative responses of resistance by people, especially those in the Third World.

We would like to ask any FACDIS member who has a special interest in this topic to make suggestions for speakers you think might be appropriate for the 2001 theme, and also to volunteer, if you wish, to serve on next year's planning committee.

E-mail your ideas to Jack Hammersmith (jhammer@wvu.edu) or Ann Levine (alevine@wvu.edu) or call the FACDIS office at 304-293-7140.

ANNUAL SCHOLAR-DIPLOMAT PROGRAM Washington DC - March 14-16, 2001 NAFTA

FACDIS's Annual John A. Maxwell Scholar-Diplomat Program is scheduled on March 14-16, 2001 in Washington, DC. This program is named after the late FACDIS Co-Director and WVU historian, John Maxwell, who encouraged the development of this annual three-day series of briefings in Washington.

Mike Strada and Ann Levine will accompany the group of ten FACDIS faculty to DC. Now that our workshops are over, Mike and Ann are working to arrange the briefings at agencies such as the US Department of Commerce, the US Trade Representative's Office, the OAS, as well as think-tanks and non-governmental organizations. In January, all FACDIS faculty will receive applications/invitations to apply, and, if more than ten faculty apply, applicants will be selected by the FACDIS Steering Committee to participate, based on teaching responsibilities and how attendance in the program focusing on NAFTA could benefit their teaching.

Watch for the applications, since there will be a short turn-around time. Applications will be due in the FACDIS Office by **Monday, February 12, 2001.**

MEET NEW FACDIS MEMBERS

Over the past few years, our membership has dramatically changed. The fact that we have been constant in our numbers at about 375 for almost ten years indicates stability – but we should know that an average of 20-25 “old” members depart each year, being replaced by a like number of new participants in FACDIS. Here are some new members in Fall 2000.

Cathy Beaty (Speech, WVU-Parkersburg) teaches Intercultural Communication, which is a newly developed course at Parkersburg: cbeaty@wvup.wvnet.edu

James Beeby (History and Political Science, West Virginia Wesleyan) teaches Topics in Non-Western History and is developing courses on slavery in the Americas, the slave trade, and Africa and African Diaspora: beeby@wvwc.edu

Willard Douglas (Environmental Technology, WVU-Parkersburg) is a biochemist who teaches Intro. to Environmental Technology: bdouglas@wvup.wvnet.edu

Bruce Edinger (Bioscience, Salem International University), an ecologist, teaches Environmental Science: Policies & Issues and Introductory Environmental Science: edinger@salem-teikyo.wvnet.edu

David B. Gordon (History, Shepherd College) teaches History of Civilization and History of East Asia, and would also like to develop a course on Asian Traditions. At the recent workshops, David found a colleague from his PhD program at the University of Hawaii, David Kenley, who now teaches Asian History at Marshall University and was a new FACDIS member last year! Email: dgordon@shepherd.edu

Esther Gottlieb (Advanced Educational Studies, WVU) has a special interest in Comparative Education, and would like to develop courses on Women in Development, and Education: Social & Economic Development-Thesis & Practice: egottlie@wvu.edu

Tom Hilgartner (English, WV State College) has a background in ESL, and teaches Developmental Reading, Developmental Writing and English Pronunciation: hilgartn@mail.wvsc.edu

Debra Hull (Psychology, Wheeling Jesuit University) teaches Human Sexuality, and is working to internationalize her course as part of the current Title VI grant which Wheeling Jesuit recently received from the US Department of Education: dhull@wju.edu

Nancy Nanney (English, WVU-Parkersburg) also received her PhD from the University of Hawaii (see D. Gordon & D. Kenley) and has over fourteen years of experience teaching abroad. She teaches World Literature, Intro. to Fiction and Intro. to Poetry and Drama, and would like to develop an International Summer Theatre Festival: nurnina@hotmail.com

Edward Palm (Language & Literature, Glenville State) teaches World Literature, plus several special courses: Vietnam in Fact, Fiction, and Film; The Literature of Empire; and Vietnam in American Culture: efpalm@glenville.edu

Chris Scholl (Social Science, Wheeling Jesuit), a political scientist, teaches World Community, International Organizations, International Political Economy and International Environmental Politics. He would like to develop a course in political geography: scholl@wju.edu

Robert Stephens (College of Business & Economics, WVU) teaches International Business in the Department of Management: stephens@be.wvu.edu

Matthew Vester (History, WVU) teaches Western Civilization and Early Modern Europe. With an interest in the History of the Alps, he would like to develop a course on Comparative History of Mountain Regions: mvester2@wvu.edu

Joyce Webb (Communications, Shepherd College), joined her husband, Robert Willgoos, a long-time FACDIS member, at this year's workshops. Joyce teaches Intercultural Communications as well as Intercultural Forensics: jwebb@shepherd.edu

Racquel Yerbury (Assistant Dean of Students, Shepherd College) is responsible for study abroad at Shepherd, teaches Latin, and would also like to develop a course in classical or World Archaeology: ryerbury@shepherd.edu

UPCOMING MEETINGS OF SPECIAL INTEREST

Reconnecting America and the United Nations, New York, NY. January 10-12, 2001. A national conference sponsored by the World Affairs Councils of America and the Foreign Policy Association. Conference highlights include an opening reception with the Secretary-General, meetings with top UN leaders, sessions on helping to rethink the US-UN relationship, meeting with Ambassador Richard Holbrook, etc. Most sessions are in the UN headquarters building. Conference fee is \$375; rooms at \$145 (single/double) at Regal UN Plaza. Contact: World Affairs Councils of America, 1800 K St., NW, Suite 1014; Washington DC 20006; (202) 833-45578; email: ncwao@aol.com

42nd Annual International Studies Association (ISA) Meeting, Chicago, IL. February 20-24, 2001. Theme: *International Relations and the New Inequality: Power, Wealth, and the Transformation of Global Society at the Beginning of the 21st Century*. 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/>

Language and Culture for International Business: A Workshop for Foreign Language Educators. Memphis, TN. February 15-17, 2001. Registration: \$495 (\$425 before December 13), includes accommodations for Thursday and Friday nights, meals from Thursday evening through Saturday breakfast, all materials, and parking. A number of \$200 CIBER scholarships are available to assist faculty in attending the workshop. Language-specific workshops will be held Friday and Saturday afternoons for French, German, and Spanish. Sponsored by the Department of Foreign Languages and Literatures and the Wang Center for International Business at the University of Memphis. Contact: Wang Center, 220 Fogelman Executive Center, 330 Deloach St., Memphis, TN 38152-3130; (901) 678-2038; Fax: (901) 678-3678; email: jtutor@memphis.edu

CIBER 2001: The Conference on Language, Communication and Global Management. San Diego, CA. March 28-31, 2001. Contact: Diane Coseo, Center for International Business Education & Research (CIBER), San Diego State Univ., 5500 Campanile Drive -BAM428, San Diego CA 92182-7732; (619) 594-3075; Fax: (619) 594-7738; e-mail: dcoseo@rohan.sdsu.edu; web: www.sdsu.edu/ciber/ciber2001

Northeast Conference 2001 -- *Beyond the Boundaries: Changing Contexts in Language Learning*. New York, NY. March 29-April 1, 2001. Pre-conference workshops on Thursday include: "AATSP Workshop: Integrating the Spanish Standards into the Curriculum," led by **Frank W. Medley, Jr.** (WVU), and a full-day Spanish Immersion Workshop led by **Maria Amores** (WVU) and four Spanish teaching assistants. Contact: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; (717)245-1977; Fax: (717)245-1976; e-mail: nectfl@dickinson.edu or www.dickinson.edu/nectfl

European Community Studies Association (ECSA) Seventh Biennial International Conference. Madison, WI. May 31-June 2, 2001. Contact: ECSA, University of Pittsburgh, 405 Bellefield Hall, Pittsburgh, PA 15260; (412) 648-7635; Fax: (412) 648-1168; e-mail: ecsa@pitt.edu

World History Association 2001 Meeting. Salt Lake City, Utah. June 28-July 1, 2001. Deadline for submission of teaching or research papers/panels is February 23, 2001. Contact: Edward J. Davies/Anand Yang, History Dept., Univ. of Utah, 380 South 1400 East, Room 211, Salt Lake City, Utah 84112-0311; email: edavies1@aol.com or Anand.yang@mcc.utah.edu

Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP). San Francisco, CA. July 5-9, 2001. 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

XXIII International Congress of the Latin American Studies Association. September 6-8, 2001. Washington DC. Contact: LASA, 946 William Pitt Union, University of Pittsburgh, Pittsburgh PA 15260; (412) 648-7929; Fax: (412) 624-7145; email: lasa+@pitt.edu; web: <http://lasa.international.pitt.edu>

International Conference on Food Security: *Sustainable Food Security for All by 2020*. September 4-6, 2001. Bonn, Germany. Contact: International Food Policy Research Institute (IFPRI), 2033 K St., NW, Washington DC 20006; Fax: (202) 467-4439; email: s.hill-lee@cgiar.org; web: www.ifpri.org/2020conference

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NEH Summer Seminars & Institutes for College and University Teachers: Deadline March 1

The Division of Research & Education Programs of the NEH each year offers college/university teachers the opportunity to study humanities topics in a variety of Summer Seminars/Institutes. Participants receive from \$2,800 to \$3,700, depending on the length of the program, to cover the costs of travel, books, and living expenses.

Seminars, directed by distinguished scholars at institutions with collections suitable for advanced study, last from 5-8 weeks. Fifteen scholars are selected to participate, and applicants must submit a tentative plan for an individual research project or a program of intensive reading/study. Seminars are intended primarily for those who teach undergraduates only.

To apply, send or e-mail a request for application information and expanded project descriptions to the seminar or institute directors, including your regular mailing address. You may apply to no more than two projects. Deadline is March 1, 2001.

Some topics and contact people for 2001 Seminars that may interest FACDIS faculty include:

The Postcommunist Experience: The First Decade
July 9-August 10, 2001 (5 weeks). Ithaca, NY. Contact: Valerie J. Bunce, Dept. of Government, Cornell University, Ithaca, New York 14853; 607-255-3549; e-mail: vjb2@cornell.edu

Literature in Transition: The Impact of Information Technologies. July 2-August 10, 2001 (6 weeks). Location: Los Angeles. Director: N. Katherine Hayles. Contact: Carol Wald, Department of English, Box 90095-1530, University of California, Los Angeles, California 90095; 310-825-3534; e-mail: wald@humnet.ucla.edu

Literature and Values.
June 11-July 20, 2001 (6 weeks). Chapel Hill, NC. Contact: John McGowan and Allen Dunn, Dept. of English, CB #3520, University of North Carolina at Chapel Hill, Chapel Hill, North Carolina 27599; 919-962-4022; e-mail: jpm@email.unc.edu

Revolution and the Making of Identities: France, 1787-1799. July 2-August 3, 2001 (5 weeks). Seminar

Location: The Newberry Library. Director: Jeremy D. Popkin, University of Kentucky. Contact: Jorge Sanchez Center for Renaissance Studies, The Newberry Library, West Walton Street, Chicago, Illinois 60610-3380; 312-255-3514; email: renaissance@newberry.org

Supranationalism: The Ethics of Global Governance.
June 4-July 13, 2001 (6 weeks). New York, NY. Directors: Joel Rosenthal and Anthony F. Lang, Jr. Information: Anthony F. Lang, Jr., Carnegie Council on Ethics and International Affairs, 170 East 64th Street, New York, New York 10021; 212-838-4120 ext. 233; e-mail: tlang@cceia.org

NEH Summer *Institutes* last from 4-6 weeks with 20-30 participant and provide intensive collaborative study of texts, historical periods, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields. *Institutes* aim to provide participants with a deeper knowledge of current scholarship in key fields of the humanities. Selected 2001 *Institutes* of interest include:

Continuities and Crises: The Interplay of Religion and Politics in China. June 4-July 6, 2001 (5 weeks). Honolulu, Hawaii. Director: Roger T. Ames. Contact: Sandra Osaki, East-West Center, 1601 East-West Road, Honolulu, Hawaii 96848; 808-944-7337; e-mail: osakis@ewc.hawaii.edu

The Invisible Giant: The Place of Brazil in (Latin) American Studies. June 25-July 28, 2001 (5 weeks). Ohio State University. Director: Lucia H. Costigan. Contact: Carol Robison, Center for Latin American Studies, 307 Oxley Hall, 1712 Neil Avenue, Ohio State University, Columbus, Ohio 43210-1229; 614-688-4285; e-mail: robison.26@osu.edu

The People of Vienna in a Century of Turmoil, 1848-1955. (In German and English) June 11-July 13, 2001 (5 weeks) Institute location: Vienna, Austria. Directors: Maria-Regina J. Kecht and Dorothy James. Contact: Maria-Regina J. Kecht, Center for the Study of Languages, MS-36, 6100 Main St., Rice University, Houston, Texas 70005-1892; 713-348-5845; e-mail: kecht@rice.edu

Professional Development Opportunities (cont.)

NEH Summer Institutes (cont.)

Nature, Art and Politics after Kant: Re-evaluating Early German Romanticism. June 25-August 3, 2001 (6 weeks). Institute Location: Colorado State University. Directors: Jane E. Kneller and Karl Ameriks. Contact: Karl Ameriks, Department of Philosophy, 336 O'Shaughnessy, University of Notre Dame, Notre Dame, Indiana 46556; 219-631-7951; e-mail: ameriks.2@nd.edu

Teaching the African Diaspora: An Afro-Romance Approach. June 12-July 13, 2001 (5 weeks). University of Missouri. Director: Marvin A. Lewis. Contact: Marvin A. Lewis, Department of Romance Languages, University of Missouri, Columbia, Missouri 65211; 573-882-4874; e-mail: lewisam@missouri.edu

Environmental Ethics and Issues: Alaska as a Case Study. May 27-July 1, 2001 (5 weeks). University of Alaska. Director: James A. Liska. Contact: James A. Liska, Department of Philosophy, 3211 Providence Dr., University of Alaska, Anchorage, Alaska 99508; 907-786-4457; e-mail: AFJL@uaa.alaska.edu

Experience and Experiment in Early Modern Europe. June 25-August 3, 2001 (6 weeks). Washington, DC. Directors: Pamela H. Smith and Pamela O. Long. Contact: Kathleen Lynch, Folger Shakespeare Library, 201 East Capitol Street, S.E., Washington, D.C. 20003-1094; 202-675-0333; e-mail: institute@folger.edu

Curriculum Development Program in Russian and East European Studies

The Center for Russian & East European Studies at the University of Michigan is accepting applications for their 2000 Post-Secondary Curriculum Development Program, which provides grants to faculty and two and four-year colleges and universities to support 3- to 5-day visits to the University of Michigan for curriculum development related to the former Soviet Union and/or Eastern Europe. Visits must be between May 1 and August 14. Deadline: **March 15, 2001**. Contact: Outreach Coordinator, CREES, Suite 4668, 1080 S. University, Ann Arbor MI 48109-1106; (734) 754-0351; e-mail: crees@umich.edu.

Keizai Koho Center 2001 Fellowships to Japan

In cooperation with the National Council for the Social Studies (NCSS), the Keizai Koho Center offers fellowships to visit Japan in July 2001. US and Canadian K-12 educators -- plus faculty associated with four-year colleges who are directly concerned with training teachers of K-12 grade levels -- who have never been to Japan, are invited to apply for this 15-day program which covers transportation, lodging, and meals. Fourteen educators will be selected. Application deadline: **March 10, 2001**. For more information, contact: Tim Daly, NCSS, 3501 Newark St., NW, Washington DC 20016; (800) 296-7840; ext. 116; e-mail: tdaly@ncss.org; or see web site: <http://www.ncss.org/keizaikoho/home.html>

Korean Studies Program Summer Fellowships

The Korea Society will take 19 American educators to Korea for a three-week study tour from June 25-July 13, 2001. Both K-12 educators, and college faculty who help train them, are eligible. Trip includes international airfare, accommodations, meals, and program fees. Application deadline: **February 16, 2001**. Applications are online, or contact Yong Jin Choi, Director, Korean Studies Program, The Korea Society, 950 Third Avenue, 8th Floor, New York NY 10022; www.koreasociety.org

Nuclear Nonproliferation Verification Institute

The Institute for Science and International Security in Washington, DC, and the University of Virginia will sponsor the second program of the Nuclear Nonproliferation Verification Institute. The program will take place April 1-5, 2001 at the University of Virginia in Charlottesville. Like the inaugural program in 1999, the course will feature faculty with detailed knowledge of and first-hand experience with the technical and institutional arrangements that are in place to stop the spread of nuclear weapons. The program will feature formal seminars, technology demonstrations, and panel discussions. Program fees are \$950, plus lodging. For more information about the Seminar, contact: Kevin O'Neill at ISIS at koneill@isis-online.org. Request registration material from the University of Virginia Continuing and Professional Studies at (800) 346-3882.

Foreign Language Professional Development Opportunities

CARLA at University of Minnesota

The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota is sponsoring the “**Second International Conference on Language Teacher Education**” from May 17-19, 2001 in Minneapolis, a conference for teachers of all languages, at all instructional and institutional levels. The conference aims to bring together teacher educators to discuss and share research, theory, and best practices, and to initiate and sustain professional dialogue across languages, levels, and settings. The conference will focus on four broad themes: The Knowledge Base of Language Teacher Education; Social, Cultural, and Political Contexts of Language Teacher Education; Collaborations in Language Teacher Education; and Processes of Language Teacher Education. (See contact information below.)

In addition to the May conference, CARLA will offer its sixth annual series of summer institutes for second language teachers, with its goal to connecting research with practice. The interactive workshops include discussion, theory-building, hands-on activities, and networking with colleagues. The cost for each week-long institute is \$300 (plus housing/meals/credit if desired). If you register before May 18, 2001, there will be a discount of \$25. Topics and dates for Summer 2001 programs:

- *Meeting the Challenges of Immersion Education* - June 18-22, 2001
- *Improving Language Learning: A Practical Course in Strategies-Based Instruction (SBI)* - June 18-22, 2001
- *An Advanced Course in Strategies-Based Instruction* - June 25-27, 2001
- *Developing Classroom Materials for Less Commonly Taught Languages* - June 25-29, 2001
- *Culture as the Core in the Second Language Classrooms* - July 9-13, 2001
- *Developing Assessments for the Second Language Classroom* - July 16-20, 2001
- *Proficiency Oriented Language Instruction & Assessment (POLIA)* - July 23-27, 2001
- *Using Technology in the Second Language Classroom* - August 6-10, 2001
- *Immersion 101: An Introduction to Immersion Teaching* - August 13-17, 2001

For more information on both the May conference and Summer Institutes, contact: CARLA, University of Minnesota, 617 Heller Hall, 271 19th Avenue, South, Minneapolis, MN 55455; (612) 626-8600; Fax: (612) 624-7514; e-mail: carla@tc.umn.edu; web site: <http://carla.acad.umn.edu/>

Center for Language Education & Research (CLEAR), Michigan St. University: 2001 Workshops

CLEAR is planning to offer six new workshops in Summer 2001 on the campus of Michigan State University. Stipends to cover program fees and partial travel costs are available for most participants teaching a foreign language in the U.S.. Programs, which average \$200 plus lodging/meals, include:

- *Using Communicative Activities in a Grammar-Based Curriculum*. June 20-23, 2001.
- *Putting Your Course Online*. June 26-30, 2001
- *Making a Language-Learning CD-ROM: Introductory Techniques*. July 10-14, 2001.
- *Promoting Student Motivation and Interest in Foreign Languages*. June 22-24, 2001.
- *Using Authentic Materials in the Foreign Language Classroom*. June 25-28, 2001.

Early application deadline is March 30, 2001 (\$15 application fee is waived). Regular deadline is May 18 (application fee applies.) Contact: CLEAR, Michigan State University, A712 Wells Hall, East Lansing, MI 48824-1027; (517) 432-2286; ax: (517) 432-0473; email: clear@msu.edu; web site: <http://clear.msu.edu/>

ADFL Summer Seminars in 2001

The Association of Departments of Foreign Languages (ADFL) sponsors Summer Seminars East and West each summer. Seminar East will be held June 7-9, 2001 at Middlebury College and Seminar West will be June 21-23 at the University of Texas, Austin. Seminars feature pre-seminar workshops for new department chairs. Cost: \$250 for members/\$300 for nonmembers, includes some meals but not housing. For further information, including this year's theme, contact: Elizabeth Welles, Director, or David Goldberg, Associate Director, ADFL, 26 Broadway, New York NY 10004-1789; (212) 614-6325; email: adfl@mla.org; web site: <http://www.adfl.org>

OTHER OPPORTUNITIES FOR FACULTY

ExxonMobil HBCU Faculty Fellowships

The Council for International Educational Exchange (CIEE) sponsors International Faculty Development Seminars. This list of this year's programs was included in the September *FACDIS Newsletter* (see page 11), and can be found on CIEE's web site: www.ciee.org/ifds

CIEE has recently received a grant from the ExxonMobil Foundation that will provide funding for selected participants in the 2001 seminars. If you are a faculty member or administrator at a NAFEO member institution (HBCU), you are eligible to apply for a fellowship. The National Association for Equal Opportunity in Higher Education (NAFEO) works to strengthen capacities for internationalization at minority-serving institutions.

Seminar programs last from 7 to 12 days, and range in price from \$1,500 to \$2,000, plus air fare. The grants being offered are in the amount of \$1,875 per fellow. The deadline for application is **February 1, 2001**. To apply, send completed application form, a statement of purpose, and a letter of support. For more information/application, call (212) 822-2747, e-mail: ifds@ciee.org or see web site: www.ciee.org/ids/funding/exxonmobil.htm

CAORC Fellowships for Regional Research

The Council of American Overseas Research Centers (CAORC) is offering fellowships to support advanced regional research in the fields of humanities, social sciences, or allied natural sciences. Research should have regional significance in the Middle East, sub-Saharan Africa, and/or South Asia, and must be conducted in more than one country, at least one of which host a participating American overseas research center. Member centers are in Italy, Greece, Tunisia, Morocco, Egypt, Israel, Jordan, Turkey, Iran, Yemen, India, Pakistan, Bangladesh, Sri Lanka, Cyprus, and Senegal/West Africa. Fellowship tenure must be of at least 3 months' duration. Eight grants of up to \$6,000 will be awarded, each of which carries an additional \$3,000 for travel expenses. Application deadline: **December 31, 2000**. Contact: Julia Pilson, Regional Research Program, Smithsonian Institution, 10th St. and Constitution Ave., NW, NHB Room CE-123, MRC 178, Washington DC 20560-0178; (202) 842-8636; Fax: (202) 786-2430; email: caorc@caorc.org or web site: www.caorc.org

NEH – Field Research in the NIS and Eastern Europe

The National Endowment for the Humanities announces the Collaborative Humanities Fellowship for field research in the NIS and Central and Eastern Europe in all areas of the humanities or social sciences. Proposals must have a significant collaborative element and must include a minimum of two months' field research. Financial awards of up to \$30,000, plus logistical support including visas, housing, travel, academic affiliation, and archive access, as well as contact information for prospective research collaborators. The program is administered by the American Councils for International Education in collaboration with the National Council for Eurasian and East European Research (NCEEER). Deadline for submission of application: **February 15, 2001**. Contact: NCEEER, 910 17th St., NW, Suite 300, Washington DC 20006; (202) 822-6950; Fax: (202) 822-6955; email: nceeerdc@aol.com; web site: www.nceeer.org

Berlin-Prague Seminar: June 10-23, 2001

Bradley University sponsors an annual Berlin-Prague faculty development seminar for social scientists, historians, and others interested in Central Europe. The program, from June 10-23, 2001, includes formal discussions with German and Czech leaders from academia, business, and politics, and short trips to points of interest. The cost is \$1,600 (excluding international airfare). Applications due by **January 5, 2001**. Contact: John A. Williams, Dept. of History, Bradley University, Peoria, IL 61625; email: johnw@bradley.edu; web site: www.bradley.edu/academics/las/his/Berlin

Visiting Professorships at US Air War College

The US Air War College seeks applications for up to six visiting professorships (11-month appointments, usually beginning in July). The Air War College class consists of about 265 senior military and civilian officials from the US and 40 other nations. Academic disciplines needed include political science, history, economics, and international studies. Candidates must have tenure, broad teaching experience, and a record of scholarly publications. To apply, submit c.v, syllabi, and names of three references to: Debra Forrest, Secretary to the Academic Dean, AWC/DF, 325 Chennault Circle, Maxwell AFB, AL 36112-6427; (334) 953-2736.

TEACHING NOTE

Thoughts and Suggestions on Teaching Africa

By James J. Natsis, International Studies, West Virginia State College

As the West Virginian borders expand further into the global community, it becomes ever more important to prepare students for the growing world that confronts them. This includes the teaching of global studies, and more specifically area and regional studies.

An increasingly important, although highly neglected part of the world is the continent and the peoples of Africa. Many Americans mistakenly view Africa as being monolithic and sharing one culture, one history, and one voice. This perception of the continent and the people who inhabit it is far from the reality.

Africa is several times the size of the United States and is subdivided into over 50 countries. Its history begins with the origins of human life. Its population of over a half billion inhabitants includes thousands of ethnic groups and distinct languages and dialects.

The geographic diversity reaches over a wide variety of landscapes including the world's largest desert, jungles, dense rain forests, plains, and extensive mountain ranges. The rich African soils contain the earth's most abundant supply of minerals and the flora and fauna have drawn scientists and tourists from all corners of the globe.

If one were to develop a course on Africa, I suggest several ways of viewing the continent as a means of crafting a framework within which various themes (e.g., education, religion, society) may be developed:

Time: Early African Civilizations and Empires, Pre-Colonial Africa, Colonial Africa, Post-Colonial Africa, Africa Today.

Region: Sub-Sahara, North Africa, West Africa, Southern Africa, East and Horn of Africa, Central Africa, Africa and the Diaspora.

Language, Culture, or Religion: Francophone Africa, Lusophone Africa, English-speaking Africa, Traditional Africa, Islam and Africa.

As it would be nearly impossible to sweep across the entire land and ages in any coherent manner over a 15-week period, when I teach my class I focus on *Africa today and how it got there*.

The general theme of the course centers on Ali Mazrui's work on Africa's "Triple Heritage" (Traditional, Islamic, and European). I develop this theme while analyzing the colonial impact and the rise of nationalism. Regionally, I cover Sub-Saharan Africa with an emphasis on the Francophone (French-speaking) countries. This approach is not static, of course, as I continually seek ways to modify my syllabus.

The course I teach is titled "**Sub-Saharan Africa: A Family of Cultures in Transition.**" The course description and goals are as follows:

This course is a study of an emerging and changing Africa from the Sahara to the Cape of Good Hope as a major cultural and political player of the 21st century. Emphasis is placed on analyzing changes in traditional African cultures resulting from the impact of colonialism and, to a lesser extent, the spread of Islam. Political and social aspects of "Africa Today" will be analyzed in the aftermath of European colonialism. A special focus will be placed on Francophone Africa.

Goals of the course:

- To familiarize students with Africa's "Triple Heritage" and how it pertains to identity today.
- To better understand the traditions and indigenous "way of life" of Africans.
- To analyze an important slice of Africa's extensive history known as the "colonial era" and the general impact it had on Africans.
- To understand concepts such as nationalism, identity, and alienation and how the colonial system, and especially an exposure to western education, defined them.
- To understand Africa's place in today's world.

Materials include various journals, newspapers, and Internet news service articles. I assign one short novel; two books I suggest are Cheikh Amadou Kane's *Ambiguous Adventures* and Camara Laye's *Dark Child*. Other reading sources containing short essays include John Middleton (ed.) *The Encyclopedia of Africa South of the Sahara* (C. Scribner's Sons, 1997) and Edward Bever,

(Natsis Teaching Note, cont.)

Africa: International Government & Politics Series, (Oryx Press, 1996). For those who like to teach in a more linear fashion, you may try Joseph E. Harris' *Africans and their History*, 2nd ed. (Meridian, 1998), Curtin et al., *African History: From Earliest Times to Independence*, (Longman, 2000), and Phyllis Martin and Patrick O'Meara (eds.), *Africa*, 3rd ed. (Indiana University Press, 1995).

I also show several films throughout the semester. I prefer selections from Ali Mazrui's "The Africans." Filmed in the mid-1980s, this series is still relevant today. Henry Louis Gates' PBS Series "Wonders of the African World" and Basil Davidson's "The Story of a Continent: Africa" are also worth considering. An excellent feature film of interest is the Senegalese "Ça twiste à Poponguine" (California Newsreel, 1993).

In addition to discussing the readings and films, students are asked to prepare a presentation towards the end of the semester. Each student is assigned a country and is expected to present the following: 1) general information on the country; and 2) the three most urgent issues concerning the country, why they are important, and how to go about resolving them. They must provide visuals, especially a map, and be prepared to discuss these issues with the class for a full 30 minutes.

Each student is also expected to present one past and present "newsflash" per semester during the first 15 minutes of each class. Students may choose any topic, however the past (1950-1970) and present (1990-present) flashes must be related.

This is merely to provide suggestions and an example of how one may teach a course on Africa. As would be the case of Europe, any attempt to teach ancient history to modern times and everything in-between in one course would be confusing at best. A course that concentrates on a more narrow time frame and region will offer a better representation of the African continent and the people who inhabit it.

Editor's Note: We are greatly indebted to Dr. Natsis for submitting the above *Teaching Note*. For some time, we have been interested in including more analytically academic content in articles dealing with instruction. FACDIS Co-Director, Mike Strada, has written several such short articles, as well as Liz Fones-Wolf (History, WVU) who submitted a short article last year, "*Using Family History in Teaching Migration*," as a follow-up to the 1999 Workshops on Global Migration. We encourage FACDIS faculty to submit short scholarly teaching-oriented articles for consideration in the *Newsletter* (approximately 1,000-1,500 words). Please let us hear from you soon with *your* submission!♦AML

NEWS AND NOTES

John Lozier (History, Bethany College) will teach in China during next semester as part of Bethany's exchange program with Zhejiang Normal University. Five Bethany faculty visited ZNU last year to inaugurate this exchange.

Jerry Starr (Sociology, WVU) participated last May in a 22-member delegation visiting Cuba under the auspices of the US-Cuba Sister City Association. Delegates met with Cuban officials to discuss the future of the Sister City project and its role in promoting reconciliation between US and Cuba. Last August, Jerry served as leader of a People-to-People International delegation touring South Africa. The delegation's focus was on nonviolent conflict resolution research, policy and practice in post-Apartheid South Africa. The 24-member delegation included judges, lawyers, mediators and educators. Also, Jerry has been asked by People-to-People to lead a Citizen Ambassador delegation to Cuba.

Jawad Anani is a Visiting Scholar in the WVU College of Business & Economics this year. Dr. Anani is the former Minister of Labor, Minister of Industry, Trade and Tourism, Minister of Information, and Minister of Foreign Affairs in Jordan. He has spoken to numerous classes at WVU, has made a presentation to the WVU Muslim Students' Association on the political situation in Palestine, and recently spoke at Fairmont State on the "Impact of the US Election on Middle East Affairs."

In Memoriam: Long-time FACDIS member, **Sarah Adams** (History University of Charleston) lost her husband, Frank, on November 8, 2000, after his long battle with cancer. A fund has been established for donations to purchase library and other resources in Frank's name. Address: The University of Charleston, Morris Harvey Division of Arts & Sciences, 2300 MacCorkle Ave., SE, Charleston, WV 25304.

BOOK REVIEW

by Michael J. Strada, Co-Director, FACDIS

Josef Mestenhauser and Brenda Ellingboe, eds.
*Reforming the Higher Education Curriculum:
Internationalizing the Campus* (Oryx Press, 1998).

This book is part of the American Council on Education's excellent series on higher education. A.C.E. is the organization at whose annual conference FACDIS received a 2000 Certificate of Excellence for the Hesburgh Award. In a 1995 Commission Report, A.C.E. criticized the tendency for many academics to view international education as an elite endeavor reserved for a cadre of highly-trained specialists, and argued that this field must be made "more democratic and universal, because *all* undergraduates need exposure to other peoples, languages, and cultures." And if A.C.E.'s philosophy provides a congenial tune for FACDIS' musical ear, this contribution to its higher education series provides equally congenial lyrics to match the tune.

Most books on internationalization fail to deliver the goods concerning at least one of three key tasks: (1) conceptualizing global education holistically enough to assess both the prevailing paradigm, and alternatives to it; (2) describing enough on-the-ground case studies of successes to inspire readers, as well as to share hard-earned experiential lessons; (3) since most internationalization works are edited volumes, it is vital that the confident voice of one editor infuses coherence to the compendium. On this matter, the Mestenhauser and Ellingboe book scores a "three-fer." Why? Because Josef Mestenhauser, whose long career spans almost every possible role in the field of international education, possesses the practical experience and academic credentials to speak with authority. Contributors to this book work in diverse areas of international education at the University of Minnesota, an institution well-known for exemplary international efforts. And much like Sophia Peterson with WVU and FACDIS, Mestenhauser has been described by many as the "visionary catalyst" behind internationalization at Minnesota.

Before tackling some very substantial issues, Mestenhauser traces three phases in the evolution of U.S. international education: (1) "Euphoria:" From the Fulbright Act of 1946 until Vietnam and the oil crises of the 1970s – foundations and governments provided support liberally and confidence abounded; (2) "Darkening

Clouds:" False expectations were dashed with the failure to fund The International Education Act of 1966; also disastrous was the failure of universities to mainstream international content into "hard item" academic programs; (3) "Defense Through Associations:" In the 1980s, Reagan-inspired funding cuts hoisted national competitive interests well above educational interests. Quick-fix consulting agencies sprung up and global educators became badly fragmented. Mestenhauser says that curricular internationalization has always been driven by outside forces, and it is now time to reconceptualize our priorities via sustained, high-level dialogue among practitioners inside the profession in order to create a more complex and sophisticated approach.

In his provocative opening chapter, Mestenhauser claims that the voluminous literature on international education deals mainly with programs and projects, largely ignoring the most important issue: internationalization of the *curriculum*. Only the curriculum has the long-term staying power and universal applicability to effectively "mainstream" internationalization of higher education. How better to infuse globalism into the minds of the many rather than the few? Having inhabited myriad roles over many decades, Mestenhauser subscribes to a "systems approach," believing that no matter how fragmented various activities may appear on campus, "international education remains one system." Teaching faculty may feel little investment in study abroad or foreign student functions, but he says they should be appreciated for ways that they enrich the courses and programs that comprise our curricula. As a systems theorist, he pushes a "maximalist" approach to the curriculum (conceptually sophisticated, inter-disciplinary, inter-cultural, policy-driven) and decries the "minimalist" approach (introductory, reductionist, discipline-specific, static). Professors at smaller institutions may be thinking: "That's fine for a Big 10 University, but it defies reality on our campus." They have a good point, which segues into the motif that recurs throughout this book: the tension between the typical minimalism of "infusion" (adding international content to extant courses) and this maximalism of "systemic change" (using European-inspired models not as tied to defending disciplinary turf).

Book Review (cont.)

The personal experiences of a well-known curriculum scholar, John Cogan, lead him to take a strong stand in favor of infusion. Cogan writes that "I have always supported the infusion of new material into existing courses over the development of new offerings." He believes infusion should include integrating examples of global scholarship into assigned readings, lectures, actively collecting ancillary course materials, as well as student assignments. Most of the activities conducted by the FACDIS consortium during the last 20 years meet the definition of infusion offered here by Cogan. However, his chapter also emphasizes the vitality of educational exchange agreements (especially bilateral sister exchanges) in energizing and reinforcing curricular change. Cogan notes that exchanges "have resulted in so much of the material I have put back into my courses." But the benefits of faculty and student exchanges are not curricular only, suggests Cogan. Networking between faculty and students alike produces unanticipated spillover effects that he finds impressive; most notably, by shaking things up in ways that facilitate change. "Curricular infusion requires some experience abroad so that one's assumptions about the world, and the way in which we do things, are challenged."

Another chapter by C. Victor Fung delves into how music can help. He notes that "This common positive affection makes music a marvelous tool for mind-opening experiences." By tying music education to open-mindedness, Fung compares and contrasts global and local music, in order to establish those universal qualities of music and those non-universal qualities of music. A similarly discipline-specific case study of internationalizing the curriculum of courses in the field of agriculture is presented by Peter Graham.

One additional chapter which interested me dealt with using technology to enhance global education. Given the pressure exerted in recent years in West Virginia by both Governing Boards (Directors and Trustees), some of R. Michael Philson's points should ring true for FACDIS members. He cites *Change* magazine, an influential higher education publication, for devoting its entire Spring 1996 issue to "challenges of teaching and learning in the computer age." Likewise, *The Chronicle of Higher Education* now includes as one of its seven major news sections an update on information technology. Philson concludes that two main categories of usage cover the majority of cases; first,

online courses and programs of instruction; secondly, facilitating collaboration among university researchers—particularly in the European Union, where such alliances have been strongest. However, Philson cautions that various limitations work against any large-scale expansion in the use of technology for international education. He identifies restraining factors that are: political, technical, economic, socio-cultural, linguistic, and skill-training in nature.

The book concludes with the results of Ellingboe's study of internationalization efforts at various colleges of the University of Minnesota.

This collection of papers should assist university administrators and faculty in their efforts to internationalize their campuses. With its strong emphasis on courses and programs that involve study abroad, intensive study of foreign languages, and opportunities to cultivate intellectual, professional, and personal associations with people from other cultures, these strategies should help accomplish the thorough overhaul of the higher education curriculum that the authors say is necessary to turn out graduates with true international skills and perspectives.

◆MJS

Green, Madeleine F. (ed.) *Transforming Higher Education: Views from Leaders Around the World.* (Oryx Press, 1997, 328 pages. \$39.95)

Also part of A.C.E.'s Series on Higher Education (see review by Mike Strada above), this work by Madeleine F. Green, vice president and Director of the Center for Institutional and International Initiatives, identifies the diverse influences that are currently transforming universities worldwide. Various forms of leadership in higher education institutions around the world are described, and current theory about the nature of leadership is reviewed. Editor Green develops this global perspective on contemporary higher education by offering 14 essays written by internationally prominent individuals who are current or former heads of universities. These leaders describe the challenges being faced by institutions of higher learning worldwide and the role of institutional leaders in effectively meeting those challenges.

Contact: Oryx Press: (800) 279-6799, Fax: (800) 279-4663, email: info@oryxpress.com, web site: www.oryxpress.com

INSTRUCTIONAL RESOURCES

Environment and Sustainable Development

Stavis, Dimitris and Valerie J. Assetto (eds.) *The International Political Economy of the Environment: Critical Perspectives*, Lynne Rienner Publishers, December 2000, 309 pages. IPE Yearbook, Vol. 12. \$22 (pb)

This new title was not yet available for display at the recent FACDIS Workshops on sustainable development and the environment, but is due out this month. The publisher states that "when considering the nature of environmental problems, many scholars and practitioners assume that -- while there may be disagreement about solutions -- we know what the problems are. In contrast, the authors of this volume investigate the framing of both problems and solutions to clarify the particular political dynamics and preferences that they reflect. They test their analytical tools on the real world of international environmental politics, combining theory with empirical research. All of the chapters raise theoretical questions at the core of research and policymaking that values social equity and environmental health. In combination, they tell a cohesive story about the IPE of the environment at the beginning of the new millennium." For more information or to order, contact: Lynne Rienner, 1800 30th St., Suite 314, Boulder CO 80301; (303) 444-6684; web: www.rienner.com

International Food Policy Research Institute (IFPRI): Promoting Sustainable Development in Less-Favored Areas. This free resource is a series of nine two-page policy briefs, edited by John Pender and Peter Hazell, as part of IFPRI's initiative to work "to feed the world, reduce poverty, and protect the environment." IFPRI commissioned this set of briefs to assess the potential of achieving sustainable development in less-favored areas and to suggest the technology and policy strategies needed to realize this potential.

The editors present an overview of their thesis that "poverty, low agricultural productivity, and natural resource degradation are severe interrelated problems in less-favored areas of the tropics." Other briefs focus on technologies for the East African highlands, the tropical Andes, the Southeast Asian uplands, development strategies for South Asia, East Africa, West Africa, and the role of agricultural science in promoting sustainable development in these areas.

To receive a free copy of this resource, as well as to be added to IFPRI's mailing list for other publications from their "2020 Vision for Food, Agriculture, and the Environment," contact IFPRI, 2033 K St., NW, Washington DC 20006; (202) 862-5600; Fax: (202) 467-4439; email: ifpri@cgiar.org; web: www.ifpri.org

Help Alleviate Hunger and Poverty: Internet Sites

Two web sites tap into the networking power of the internet to alleviate hunger and poverty world-wide:

The Hunger Site: <http://www.thehungersite.com>

This independent web site allows visitors to make a free daily donation of food to alleviate hunger worldwide. All donations are funded by corporate sponsorships, and all proceeds go to the United Nations World Food Programme, the largest food aid program in the world.

NetAid: <http://www.netaid.com>

NetAid is a comprehensive web site with the aim of connecting ordinary citizens who want to become more informed and/or involved in aid efforts with the international organizations whose missions are to alleviate poverty and aid development. Various projects help communities in Asia and Africa to combat HIV/AIDS; others work to bring safe hygiene and clean drinking water to rural communities in Latin America. Other projects work to end hunger, help refugees, secure human rights, and relieve debt. [Share these sites with your students, and let us know of others you may have found.]

World History Internet Sources

From *World History Bulletin*, Fall 2000, page xii:

Internet History Sourcebooks: "One-stop site" for an exploration of world history through primary sources: <http://www.fordham.edu/halsall>

(the site explicitly grants permission to print out and make copies of the sources for educational purposes)

Hyperhistory Online presents 3,000 years of world history with graphics, lifelines, timelines, and maps, with separate categories for people, events, and maps. For ease of use, timelines are color coded according to the following categories: 1) science, technology, economy, discovery; 2) culture, philosophy, art, music; 3) religion, theology; 4) politics, war: <http://www.hyperhistory.com>

World History Association

The World History Association was formed in 1983, and has now grown to a membership of about 1,600. Both higher education faculty and pre-collegiate educators participate in the activities of this professional organization. In their current newsletter, the organization's new president says that the field of world history has flourished "mightily" in the past few years. The organization hosts an annual meeting (this year in Salt Lake City, June 28-July 1, 2001), publishes its newsletter, *The Bulletin*, in May and November, as well as publishing two issues of the scholarly *Journal of World History* each year. Devoted to historical analysis from a global point of view, the *Journal* features a range of comparative and cross-cultural scholarship and encourages research on forces that work their influences across cultures and civilizations. Themes examined include large-scale population movements and economic fluctuations; cross-cultural transfers of technology; the spread of infectious diseases; long-distance trade; and the spread of religious faiths, ideas, and ideals.

The recent issue of *The Bulletin* (Fall 2000) contained two very useful articles on the importance of studying world history: "Teaching World History in the 21st Century" by Heidi Roupp, past President of the WHA, and the presidential address of the new President, Carter V. Findlay (Ohio State University), "Globalism is the Natural State of Humankind."

The WHA also publishes a "Jump Start Manual" for teachers of world history. The manual includes a half-dozen teaching articles, including:

"Where are the Kids? Students' Pre-Instructional Thinking in and about History," by Bob Bain

"Embracing the Paradox: Research and Instructional Design in History," by Bob Bain

"Developing a Conceptual Base for Secondary World History," by Marilyn Jo Hitchens

"Teaching the 'Doing World History' Method in the World History Survey" by David R. Smith

"Writing to Learn and Learning to Write in a World History Class," by Bernadette M. Glaze

"A Basic, Briefly Annotated Bibliography for Teachers of World History," by Jerry H. Bentley

To order a copy, please send \$10 check payable to WHA to Heidi Roupp, 17576 North Amberwood Dr., Surprise AZ 85374, or contact by email at: roupp@csn.net

To join the WHA, send dues (\$45 for 2001) to: Dick Rosen, Executive Director, WHA, History/Politics Department, Drexel University, Philadelphia PA 19104; email: rosenrl@drexel.edu. For more information see web site: <http://www.whc.neu.edu/wha/>

The Globalization Reader

Edited by Frank Lechner and John Boli of Emory University, this reader is part of the series from Blackwell Publishers, Blackwell Readers in Sociology. *The Globalization Reader* attempts to make sense of a term that has become an all-purpose catchword today, and includes selections from the best work of leading scholars, presenting distinctive explanations of the process of globalization. The book also focuses on global economic forces, global organization and cultural globalization including the construction of identities and the role of the mass media. *The Reader* concludes by examining the rise of world civil society as reflected in global environmental movements.

Over fifty pertinent readings can be found in this volume, including excerpts from Benjamin Barber's *Jihad vs. McWorld*, Samuel Huntington's "The Clash of Civilizations, readings by E.J. Hobsbawm, Immanuel Wallerstein, Leslie Sklair, Dani Rodrik, Arjun Appadurai, Margaret Keck and many others. (January 2000, 432 pages. \$31.95 /paper. ISBN: 0631213771)

Contact: Blackwell Publishers, c/o AIDC, PO Box 20, Williston VT 05495-0020; (800) 216-2522; or order from web site: <http://www.blackwellpublishers.co.uk/>

Great Decisions 2001

The Foreign Policy Association's annual *Great Decisions 2001 Briefing Book* (\$12.00) is due off the press on January 1st. Since 1954, community groups as well as hundreds of college classrooms use this as a primary or secondary textbook in political science, government, economics or area studies. Each topic in the 104-page book places the thematic or geographic issue in historical context and provides background, current policies and alternative policy options. Photographs, maps, charts and editorial cartoons supplement the text. Annotated reading suggestions and additional resources, including websites, are included.

Great Decisions 2001 (cont).

Great Decisions 2001 topics include:

- U.S. Trade Policy
- China and Taiwan
- Missile Defense
- U.S. and Iraq
- International Health Crisis
- Mexico Reexamined
- European Integration
- Conflict Resolution in Africa

Also check out the FPA's website at: www.fpa.org. "Great Decisions Online" includes online guides to over 20 policy topics and world regions, a searchable Resource Library with over 1,000 documents and links, and global forums that give the opportunity to exchange ideas and information with others around the world.

To order the *Briefing Book*, call toll-free at (800) 477-5836 or e-mail order to: sales@fpa.org. On-line ordering will be available after December 15, 2000 (www.fpa.org)

Some Journals of Interest

Worldviews: Environment, Culture, Religion is a new scholarly journal now published by Brill. Edited by Clare Palmer of the University of Stirling, two of the Associate Editors include the recent FACDIS 20th Anniversary Keynote Speaker, Mary Evelyn Tucker (Bucknell University) and her husband, John Grim, also at Bucknell.

The journal aims to publish works that explore different conjunctions, constructions and perceptions of environment, culture and religion. It aims to change the way we look at our world. The journal adopts a wide, multi-and interdisciplinary scope. It focuses on a range of disciplinary areas including: Anthropology, Environmental Studies, Geography, Philosophy, Religious Studies, Sociology and Theology. Papers discuss major world religious traditions; the traditions of indigenous peoples; new religious movements; philosophical belief systems (such as pantheism); nature spiritualities and other religious and cultural worldviews in relation to the environment. Three issues per year. Individuals: \$38/yr. Institutions: \$84/yr.

Contact: Brill Academic Publishers, 112 Water St., Suite 400, Boston MA 02109; (800) 962-4406; email: cs@brillusa.com; web site: www.brill.nl

Human Rights Review. This journal, new in 1999, aims

to achieve a new level of integration of social scientific information, theory, history, and critical perspective in the study of human rights, and will document violations of human rights, whatever their ideological sources or motivations. In its first year, the journal dedicated parts of each issue to questions of international law versus national sovereignty; the relationship between personal rights and public responsibilities; different standards of measurement of political systems and human rights; the role of economic development in the establishment of normative structures of human rights; and the place of foreign intervention mandating human rights agendas in transitional regimes.

Published quarterly by Transaction Publishers and edited by Thomas Cushman, Wellesley College, subscriptions for individuals are \$66/year or \$136/year for institutions.

Contact: Transaction Publishers, Dept. HRHPR, Rutgers-The State University of New Jersey, 35 Berrue Circle, Piscataway, NJ 08854; toll-free (888) 999-6778; web site: www.transactionpub.com

Ethics & International Affairs, published by the Carnegie Council on Ethics and International Affairs, proceeds from the premise that the world's principal ethical traditions are a vital element in the search for global peace and justice. Each issue contains articles and book reviews by leading scholars that illuminate the moral dimensions of international affairs and how they relate to political, social, economic, and national security approaches. Recognizing that most policy options are imperfect, the journal views the "ethics" in their mandate as entailing the careful evaluation of principles that often conflict.

Volume 14 (2000) includes a focus on "The Meaning of Kosovo," with five scholarly articles on this topic. In addition to the group of articles on Kosovo, Volume 14 (available at \$15) includes essays on attempted reconciliation in Cambodia, liberation theology, "holy war," international organizations and the pursuit of justice. The complete set of *Ethics & International Affairs* (14 volumes) is available for the discounted price of \$110.

To order, contact Carnegie Council at (212) 838-4120; email at info@cceia.org, or visit website at www.cceia.org. **Note:** many of the Council's publications are free. *Request their newsletter!*

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

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

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

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FACDIS NEWSLETTER

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