

THE WEST VIRGINIA FACDIS NEWSLETTER

The Consortium for Faculty and Course Development in International Studies

Newsletter Editor: Charles W. Connell
Volume I, No. 2

Assistant: Ann Levine
December 1, 1980

FACDIS WORKSHOPS IN INTERNATIONAL STUDIES

Lakeview Inn and Country Club, Morgantown

March 26-29, 1981

SAVE THESE DATES

Our plans for the first Workshops in International Studies are proceeding very well thanks to all the faculty members who have cooperated in inviting the consultants, and working on the program.

HOTEL AND MEAL EXPENSES FOR FACULTY WILL BE PAID FOR BY OUR CONSORTIUM (FACDIS). The only other expenses will be for transportation. All of the Presidents of the 17 institutions who are part of our Consortium have been informed about FACDIS and our various projects, including the Workshops. FACDIS is requesting institutional cooperation in providing transportation, and we are optimistic that such support will be forthcoming.

During March 26-27, we shall have six different Workshops on Area and Development Studies covering Africa, East Asia, Contemporary Europe, Latin America, the Middle East, and Development. During March 28-29, we shall have four different Workshops on American Foreign Policy, International Politics, International Trade and Economics, and International Law and Organization. Altogether we have invited ten outstanding consultants for these Workshops, such as: Latin American Studies: Dr. E. Bradford Burns, University of California at Los Angeles; East Asian Studies: Dr. John Israel, University of Virginia; Contemporary European Studies: Dr. Robert J. Bezucha, Amherst College; and International Politics: Dr. George Lopez, Earlham College.

INDEX

FACDIS Workshops in International Studies	1-2	Teaching Resources: Teaching Journals	12-15
FACDIS Grants for Local Campus Projects	2	Teaching Resources: Films	15-17
FACDIS Awards Travel Grants	3	Curriculum Materials: West Europe	17
Report on Conference on Teaching International Relations	4	Curriculum Materials: Institute for World Order	18
Simulation/Games	5-7	New Association: Mid-Atlantic Africanist Association	19
Model UNS as a Teaching Tool	7-11	Speakers Bureau: IIE	19
		Forthcoming Professional Meeting	19

Newsletter Editors (Editors welcome contributions from faculty.)

October 1 and February 1 Issues: Dr. Sophia Peterson; Dept. of Political Science
December 1 and April 1 Issues: Dr. Charles W. Connell; Dept. of History
West Virginia University; Morgantown, WV 26506

The evening of March 27th will be enlivened by a performance of African Music by the West Virginia University Percussion Ensemble under the direction of Professor Philip Faini. This Ensemble has been sent on a nine-nation tour of South America by the U.S. State Department and has been one of the most successful "good-will" ambassadors for our country.

We have been most fortunate in securing the participation of consultants who not only have been active in research with many notable contributions to their fields, but who are also very interested in instruction. Thus our consultants will share with us their own research and observations on research trends, but also will be interested in sharing classroom experiences.

The FACDIS Workshops will be held at Lakeview Inn and Country Club, an exceptionally beautiful conference center located on Cheat Lake near Morgantown. It is famous for its lovely natural setting, good food, and excellent service.

We hope that all social scientists in West Virginia who teach international studies will attend our Workshops. Further details, a registration form, and a complete program will be distributed to everyone in February, 1981.

FACDIS Grants For Local Campus Projects

The FACDIS Steering Committee made the following awards for Local Campus Projects during the academic year 1980-1981:

- Professor Joseph A. Laker, Department of History, Wheeling College, was awarded a grant of \$1176 for maps and transparencies which will serve courses in the departments of history, political science, geography, and religion.
- Professor David C. Brooks, Department of Geography, West Liberty State College, was awarded a grant of \$325 for maps which will serve courses in the departments of geography, political science and history.
- Professor John Super, Department of History, West Virginia University, was awarded a grant of \$175 to attend the U.S. State Department's one week Scholar-Diplomat Seminar on Latin America.
- Professor Dorothy Roberts, Department of Political Science, Davis and Elkins College, was awarded a grant of \$300 to take a delegation of students to the National Model U.N. in New York City April 14-19, 1981. These students will then assist Professor Roberts when she organizes a statewide West Virginia Model Security Council during the following academic year 1981-1982.
- Professor Hang Yul Rhee, Department of Political Science, Shepherd College, was awarded a grant of \$300 to take a delegation of students to the National Model U.N. in New York City April 14-19, 1981. These students will then assist in the organization of the statewide West Virginia Model Security Council during the following academic year 1981-1982.

Many faculty members have applied for FACDIS support during the second year of the grant (1981-1982). Most of these will be funded, pending approval by the U.S. Department of Education of our continuation application. Future issues of the FACDIS Newsletter will carry stories on these projects.

FACDIS Awards Travel Grants

The FACDIS Steering Committee is happy to announce that it has awarded grants enabling ten faculty members to attend professional meeting over a 12-month period. They are:

W. Richard Wardian
History
Fairmont State College
November 1, 1980
Conference on Teaching Internat'l Relations

Hang Yul Rhee
Political Science
Shepherd College
March 13-15, 1981: Annual Meeting
Association for Asian Studies

Patricia Ryan
Political Science
Fairmont State College
November 6-9, 1980: Annual Meeting
Middle East Studies Association

Jack Hammersmith
History
West Virginia University
March 13-15, 1981: Annual Meeting
Association for Asian Studies

Aaron Podolefsky
Anthropology
West Virginia University
December 3-7, 1980: Annual Meeting
American Anthropological Association

Volkmar Lauber
Political Science
West Virginia Wesleyan
March 18-21, 1981: Annual Meeting
International Studies Association

John Maxwell
History
West Virginia University
December 27-30, 1980: Annual Meeting
American Historical Association

John Rothgeb
Political Science
University of Charleston
March 18-21: Annual Meeting
International Studies Association

Arthur Barbeau
History
West Liberty State College
March 13-15, 1981: Annual Meeting
Association for Asian Studies

Thomas Turner
Political Science
Wheeling College
September 3-6, 1981: Annual Meeting
American Political Science Association

Altogether 15 faculty members applied for travel grants to professional meetings. The FACDIS Steering Committee wanted to assist as many of them as possible to attend the meetings; therefore, although the FACDIS grant provided only enough funds originally for six faculty members, through a system of "creative financing" (by which we meant faculty sharing transportation and hotel accommodations), we were able to help ten faculty members to attend professional meetings.

Faculty members funded by FACDIS will share their experiences by means of reports which will be published in the FACDIS Newsletter thus enabling a larger audience to benefit from their attendance. (See p. 4 for Professor Wardian's report.)

New applications from faculty members for travel support will be solicited next August (1981) for meetings taking place during November 1, 1981-November 1, 1982. A new "rainbow" packet of application forms will be sent out in late August with a deadline in October. We would hope to be able to fund requests at that time for disciplines whose professional meetings this year were so far away that transportation costs were prohibitively high.

We would like to thank FACDIS faculty members for their interest in this part of our project, and look forward to their applications next year.

Report on the Conference on
Teaching International Relations Since World War II
(adapted from a Report by)

W. Richard Wardian
Fairmont State College

Dr. David D. Van Tassell, Vice President of the American Historical Association Teaching Division, and Mr. Charles Spinner, Ohio Council for the Social Studies, co-sponsored this Conference on the Teaching of History: Teaching International Relations Since WW II. The Conference took place at Case Western University on November 1st.

Sessions included:

Teaching Modern Middle Eastern History
"Dangerous Parallels" -- the Korean War Simulation Game
Biography as a Focus for Teaching Contemporary History
Teaching U.S. Foreign Relations: Strategies and Sources
Canada Today: A New Opportunity for Teaching Recent History
Luncheon Speaker: Dr. Kenny, Consortium on Peace Research, Education, and Development, Kent State University

Among the most informative sessions was the demonstration of "Dangerous Parallels," a simulation derived from the Korean War (available from the West Virginia University Audio-Visual Library). This game (which requires about 200 minutes of class time) was highly structured and provided the opportunity for ample interaction. Its chief advantages are the realistic nature of information provided, well-defined participant roles, and the decision-making experiences which required participants to make "hard decisions" on war, peace, intervention, financial aid, and learn the domestic and international consequences of these decisions. A well-designed "de-briefing" session concluded the simulation in which each nation's decision-makers analyze with 20/20 hindsight their efforts to solve an international crisis.

The session on Biography as a Focus for Contemporary History illustrated a course concentrating on four major figures to teach Twentieth Century History: Stalin, Hitler, Mao Tse-tung, and Castro. The course, developed by Dr. Ann Warren at Case Western University, was well-designed and integrated numerous films and other audio-visual materials with the textbook. (Copies of this syllabus will be available at our Workshops on International Studies in March, 1981.)

The sessions on Teaching U.S. Foreign Relations demonstrated two teaching techniques: the use of documents to introduce students to sources and to the standards of historical methodology. Also demonstrated was the use of oral history in which students interviewed Vietnam war veterans as a means of gaining practical experience in gathering and evaluating first-hand historical evidence. (Copies of this syllabus will also be available at the March Workshops.)

The conference was most beneficial to me personally especially since I was invited back next Spring to present a workshop on the college faculty member as a resource person for the community.

Teaching Resources: Simulation/Games

The first issue of the FACDIS Newsletter (pp. 11-12) included an annotated list of six simulation/games which might be used in a variety of courses from international law to Chinese history (each of which could be purchased for \$1.00 per examination copy from Learning Resources in International Studies; 60 East 42nd St., New York, NY 10017).

FACDIS is considering the purchase of some of these and other simulations for our Consortium Pool and will be contacting faculty members to determine whether they would like to use them in their courses. The following article from Simulation: Games for Universities and Colleges provides some useful suggestions regarding simulation/games as a teaching resource.

Some Suggestions on Where and When to Use Simulation Games

1. IN COURSES OF STUDY

a. As a laboratory exercise.

Many instructors have used simulation games as the laboratory experience for various social study courses. The laboratory is often conducted at a different time than the regular lecture. Its purpose is to supplement the lecture and reading by providing a more direct and personal experience with the ideas and concepts of the course.

b. As a change of pace.

A simulation can be used to stimulate interest and enthusiasm when students begin to get bored.

c. As an introductory experience.

A simulation game can be used to introduce ideas, concepts and principles related to a course of study. Aside from introducing ideas in a vivid and memorable manner, there are other advantages to conducting a simulation game at the first regular class meeting. The give and take of opinions and ideas which occurs in most simulations can be used to establish an atmosphere of inquiry which may last the entire semester. Furthermore, the simulation provides a common experience for both the instructor and the student to use to illustrate ideas, raise questions and provide examples of different points of view. Plus the sense of camaraderie which is generated by participation in a game can add to the enjoyment of the students and instructor for the entire semester.

2. IN WORKSHOPS & TRAINING PROGRAMS

All of the uses discussed under Course of Study also apply to workshops. However, it is often much more important that the simulation be used at the beginning of a workshop than at the beginning of a course of study.

In the hour or two required to play a game, the participants get to know one another, know how one another reacts to pressure, thinks and views him or herself.

The topic is introduced and a mood is set which can endure for the entire workshop. I suggest that trainers consider using a simulation game as the introductory experience even if it means pulling it out of a spot on the agenda

Simulation/Games (cont.)

where the topic of the game is more appropriate. Once everyone has played the game and had a common experience, then proceed with the normal workshop sequence and do such things as give the rationale for the workshop, make formal introductions and review the agenda.

This does not mean that simulation games are not to be played later on in a workshop or that two or three shouldn't be used in a workshop, but only that one should consider using them at the beginning in order to gain the many side benefits of participation which games often stimulate.

3. AS SPECIAL EVENTS

Many different groups have used one or more simulation games as the main activity for conferences, meetings and study groups. Because such events are often held in unfamiliar surroundings and attended by varying numbers of people, it is important to ask how many people will be in attendance and to see the space reserved for the game. Failure to do so may mean that you will be expected to run a game with far too few or too many participants or in a setting with inadequate space, seating or acoustics.

4. AS A WRITING ASSIGNMENT

Many instructors use simulation games as the basis for writing assignments. The students participate in the simulation and then write about their experience. Since the students are personally involved, they often write with more energy and ease than is evoked by many topics. And since all of the students share the same experience but write from different points of view, the exercise serves as a vivid illustration of the infinite number of ways which writers can approach the same topic.

5. AS HISTORIOGRAPHY

Although I have seen this done only once, the results were so impressive I feel it is worth mentioning. One group of students played CRISIS, an international simulation, and then wrote a "history" of the experience. A second group of students also wrote a "history." However, instead of basing their information on personal experience, the second group relied on the artifacts generated by the game: written messages, minutes of the world council, decision form completed by each of the nations and so forth. The extent to which history depends on the values, points of view and objective of the historian became evident when these two "histories" were compared.

A variation would be to give several different groups of students the same artifacts and then compare the resulting "histories."

6. AS A STIMULUS FOR DESIGNING OTHER SIMULATIONS

There are a few courses being taught on how to design simulation games. The procedure is generally to play several different types of simulation games and then initiate the design phase by having the students modify an existing game or start from scratch and design a completely new one. Having students design games should also be considered for other courses. What better way to help the students understand the inter-relatedness of a political system, for instance, than to try to construct a simulation of that system?

Simulation/Games (cont.)

Dr. Michael W. Strada, Professor of Political Science, West Liberty State College, and a member of the FACDIS Steering Committee, has used the Model United Nations simulation with his international relations classes to give students experience in the dynamics of international organizations. The following article provides some helpful suggestions for other faculty members who may wish to experiment with this type of simulation.

Model UNs as a Teaching Tool

Or,

"I'd Like To Do Something Other Than Lecture, But . . ."

Michael W. Strada
West Liberty State College

If this title were a sentence completion exercise offered to social scientists, I suspect many of us would indeed express a desire to vary our teaching methods, but would also offer a plethora of good reasons why we don't.¹ Surely a great variety of Social Science teaching/learning approaches exist,¹ but few of us know about them since our role models were, with few exceptions, lecturers, and our experience with alternative modes of teaching was limited.

One of many modes which can supplement lecture/discussion approaches is experiential learning - of which simulation is a sub-heading. This report is an attempt to identify some simple steps in initiating joint college/high school student simulation of United Nations Security Council sessions. When used as a supplement to a course in international studies, global issues, international law and organization, foreign policy, diplomacy, etc., this format provides a learning experience for both college and high school students - and, as an added bonus, can lead to the kind of contact between social scientists and secondary school social studies which has increasingly been suggested.²

There is nothing unique about model U.N. sessions. The United Nations Association (UNA) of the U.S. lists approximately 70 annual sessions across the country,³ and there is ample general material on how to conduct model U.N. sessions.⁴ This essay does not supplant such general materials but it provides a brief, simple, "nuts and bolts" prescription specifically oriented toward joint college/high school student simulated Security Council sessions.

The experience which prompts this report is our model U.N. session at West Liberty State College - a one-day meeting with high school students serving as delegates from the 15 Security Council members and college students serving as delegation advisors and Council officials. It is integrated into international relations, and international law and organization courses, and deals with a small number of contemporary substantive global issues. The college and high school students are expected to prepare for the experience, and the college students are responsible for post-session assessment in a number of areas. Classes of 15 to 25 students are optimal for integrating the simulation into classroom content.

The following tips are derived from my experience in organizing joint college/high school model Security Council sessions:

Model UNs as a Teaching Tool (cont.)

Delegate Recruitment

- Write to principals of area high schools early in year providing basic information on the session, and indicating that they will be contacted later (principals tend to initially be more responsive than social studies teachers or debate coaches who will probably serve as advisors).
- Emphasize that the session is intended to be an enjoyable learning experience - the competitive aspect will take care of itself and does not need to be explicitly addressed.
- A couple of weeks later, either have students in your class follow up with a call or visit to the schools, or send a form on which they can respond (the former is preferable).
- Assign smaller nations first, saving permanent members until last in case of difficulty in recruiting all 15 delegations.
- Two students per delegation with a faculty advisor is optimal (although one to three students is acceptable). Faculty will generally prefer to observe rather than participate. Students in your class will make the best advisors.
- Encourage faculty to bring extra under-class students to observe. They will likely want to participate next year.
- Develop contact with the most interested and reliable faculty from the schools to promote continuity, future recruitment, and delegate preparation.
- U.N. Day (October 24) is a good date because: you'll receive much better publicity; you'll generally avoid any winter weather; it's late enough in the semester to give your students a chance to develop some expertise; and, you can use UNA material printed for U.N. Day observance.
- Schedule session during the week rather than on Saturday. My experience is that this is absolutely crucial to effective recruitment.
- After a couple of years recruitment will take care of itself.
- Publicize the session in area newspapers, with names of schools participating, countries represented, issues to be treated, etc.

Delegate Preparation

- Delegates need to be prepared, but don't scare them off with too much material or too many expectations.
- Delegates need: 1) information about the country they represent (let them dig this up in sources which you can identify for them).⁵ You might send them address of embassies also.
2) background information on the issues to be dealt with (your students can prepare bibliographies on the issues). Provide them with some information on issues (UNA fact sheets, UNA Survival Kit information, etc.), and let them dig for the rest.

Model UNs as a Teaching Tool (cont.)

- 3) information on rules, procedures, and draft resolution format (provide these).
- 4) more general information about the U.N.⁶

Physical Setting

- Choose a room on campus that is large enough to accommodate 50-80 people (participants and observers), but is small enough so that you don't need loud-speaking equipment (which is more trouble than it's worth and unnecessary for a Council session).
- Arrange delegation tables in horseshoe manner with head table for President of Council and Secretary General at open end of horseshoe (seating in English alphabetical order by delegation).
- Provide place card signs to identify delegations.
- If possible, purchase U.N. flag from UNA.
- Have seating for observers far enough in back of room so they don't interfere with session.
- Provide name tags for all participants.
- Provide a gavel for President of Council.
- Be sure to have campus security available to direct delegates to the right building.
- Provide a display table during the session with books, UNA materials, etc., for people to look through.

Preparation of Class Members

- Have students in your class serve as advisors to delegations, President of Council, and Secretary General.
- Conduct simulated sessions in class prior to model U.N. in order to familiarize your students with the issues, procedures, and member states' policies.
- Integrate experience into your class by emphasizing either issues, members' policies, Council role in U.N., or other aspects of session - depending on the nature of your course.

Running the Session

- Give participants a chance to interact informally over coffee prior to opening the session formally.
- Limit the number of issues to about three diverse and controversial issues.

Model UNs as a Teaching Tool (cont.)

- Choose a student who is decisive and verbally adept to serve as President of the Council. Try to take key students to a college model U.N., if possible, for experience.
- Make a statement to participants prior to opening of session identifying nature of simulations, purpose of session, and introducing President and Secretary General.
- Inform delegates that President will call a short recess from time-to-time to allow for behind-the-scenes interaction (very important to success of session).
- Deal with only one issue (and resolution) at a time.
- Use standard rules of model Security Council procedure.
- Provide carbon paper for delegates to give official copy of draft resolutions to Secretary General.
- Have your students available as delegation advisors, but don't let them become so involved that delegates are simply following their lead.
- Faculty advisors will generally want to observe rather than be formally involved; facilitate social interaction among them.
- Have a campus photographer there for presentation of plaque at end of session, and send photo to local newspaper.

Miscellaneous Considerations

- Try to have the college provide lunch for all participants (with lunch, the entire program should cost about \$175, without lunch about \$50).
- Provide a plaque for the "best delegation", as voted on by all involved. Something tangible as an incentive contributes to a more professional attitude toward the session.
- Provide certificates of participation to all delegates.
- Be sure to place the event on the college calendar and invite other instructors to have their classes observe part of the session.
- Have the Dean notify instructors that students will miss other classes on that date.

Follow-Up Considerations

- You might have your students write papers on the session focusing on issues, diplomacy, procedures, policies, realism, their own positions, or assessment of resolutions presented.
- Have students in your class respond to an evaluation of the session, with suggestions for improvement.

Model Uns as a Teaching Tool (cont.)

- Send a summary letter to faculty advisors thanking them and summarizing voting on resolutions.
- Send evaluation form to high school advisors and students.

Again, more comprehensive sources on conducting U.N. sessions are available. This checklist, however, deals with many of the small details which more general sources cannot address. My experience has been that these are enjoyable as well as educational experiences for all. The extent to which students quickly identify with their roles in this and other simulations always impresses me and is, I think, one of the real advantages of simulated exercises in the social sciences.

If you are a social scientist who is thinking "I'd like to do something other than lecture in my international studies courses, but . . .," I encourage you to explore the possible applications of model Security Council sessions. I would be happy to provide any suggestions, send any of my materials along to you, and wish you luck.

Notes

- 1 Barry K. Beyer, Inquiry in the Social Studies Classroom: A Strategy for Teaching. (Columbus, Ohio: Charles E. Merrill, 1971).
- 2 e.g. American Political Science Association's Committee on Pre-Collegiate Education.
- 3 "Listing of Model U.N. Conferences 1980-1981," United Nations Association of the U.S., 300 East 42nd Street, New York City, NY 10017.
- 4 United Nations, in cooperation with UNESCO, How to Plan and Conduct Model U.N. Meetings (New York: Oceana Publications, Inc., 1971).
- 5 For example: U.S. Department of State Fact Book; Background; U.S. State Department Bulletins; almanacs.
- 6 For example: Basic Facts About the United Nations; Everyman's United Nations; United Nations Yearbook; United Nations Review; Annual Report of the Secretary General; and various publications of the U.N.A. of the U.S. Also useful is the United Nations Information Center, Suite 714, 1028 Connecticut Avenue, N.W., Washington, D.C.

Deadline Extended for Requests for Audio-Visual and Other Teaching Materials

Faculty members who have not yet submitted requests for the purchase of teaching materials may still do so. The new deadline for submitting such requests has been extended to January 15, 1981. Audio-visual materials (films, film-strips, audio-tapes, video-cassettes, slides), simulations/games, or learning packages may be recommended for purchase by FACDIS. Please send information on the teaching materials you recommend, where they can be purchased, cost (if known), and what course(s) they might be used in to:

Dr. Sophia Peterson
Department of Political Science
West Virginia University

Teaching Resources: The Teaching Journals

In the last decade several social science disciplines have begun to pay more than lip service to the improvement of teaching and the development of resources for more effective classroom use in support of or in place of the traditional lecture. In this issue of the FACDIS Newsletter we will focus on the resources available in History, Political Science and Sociology.

The History Teacher

By far the most comprehensive and broad-ranging of the teaching journals is The History Teacher published quarterly by The Society for History Education from the University of California at Long Beach. The journal includes numerous articles on teaching which are both theoretical and applied, the latter often explaining how techniques and resources are best used in specific types of courses. In addition there are reviews of media, texts, readings, games and simulations, and short features on the ERIC CHES Documents in History.

The History Teacher Media Reviews review both films and filmstrips. Each review gives information about rental and purchase costs and addresses for those interested in using them. The reviews are usually descriptive of context and quality of the production, and also address issues of audience level, suitability for classroom use, and scholarship.

Since much media output is directed toward secondary audiences, high school teachers are often selected to review the films and soundstrips. However, they are no less critical or analytical in their brief reviews, nor are they inattentive to the potential for college classroom use. In particular the reviewers look for films and filmstrips that are valuable and overcome the objections of historians to their use in the college classroom.

Reviews of texts and readers cover such aspects as content, analysis, format, the use of maps, illustrations and bibliographies that make each usable in the classroom. To supplement textbook reviews, The History Teacher also publishes analyses of articles, books, or papers which focus on the problems associated with the publication and use of texts. Examples of the latter are the reviews of "Students, History Texts, and the Hidden Dimension" (Occasional Paper 77-1; AHA Faculty Development Program, SUNY, Stony Brook) and Stereotypes, Distortions and Omissions in U.S. History Textbooks (Council on Interracial Books for Children; N.Y. 1977) which were both reviewed in The History Teacher (Feb. 1978).

The ERIC CHES Documents are processed by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/CHES) in Boulder, Colorado. The documents reviewed regularly in The History Teacher are available in different forms (hardback and softbound books or microfiche) and may be ordered from the authors, publishers listed, or the ERIC Document Reproduction Service, Computer Microfilm International Corp., Arlington, VA 22210.

An example of the ERIC documents of potential use to FACDIS members is Teaching of World History, Bulletin 54 (National Council for Social Studies; Washington, 1978). Although designed for secondary social science classes, the coverage of conceptual frameworks, testing, and an appendix of sources of information for world history classes make it useful for understanding the background of students entering the college classroom for the first time.

The Teaching Journals (cont.)

Teaching Political Science

The editors of Teaching Political Science state that they "seek empirical research articles, reports, and essays which emphasize teaching", and that they will publish "reviews of books and related materials of interest...including games, films, simulations and innovative text books".

Thus, the focus of this journal is more narrow in that the audience does not include secondary teachers as is the case of The History Teacher. Recent articles indicate the teaching interest of political scientists in such areas as "International Political Economy: The Role of Values, History and Theory" (Oct. 1979), the study of "Mass Media Roles—The Use of Simulation in National and International Politics" (Oct. 1979), and the "Teaching of Political Science with Chillers and Thrillers" (Jan. 1980).

The latter article by Steven Neuse attempts to provide a rationale for the use of popular detective and espionage fiction in the classroom, including courses in area politics and international relations. He suggests, for example, that fictional works such as Coppel's Thirty-Four East (1974), West's The Tower of Babel (1968), and Kalb and Koppel's In the National Interest might be used to provide insight into the complex politics of the Middle East. Also, the novels of Graham Greene (The Quiet American, 1955) and Pierre Boulle (Ears of the Jungle, 1972) are two examples of how one might examine the American role in Vietnam.

These articles tend to be 10-15 pages in length and provide bibliographic references, but also useful are the briefer sections (5-10 pp.) entitled "Teaching Notes". An example is provided by Richard Kransdorf's article on "Political Science Film Courses" (April 1980) wherein he observes that film use is on the rise in the teaching of political science courses. He suggests that film courses can be expanded further by not limiting the content to the American government courses, by establishing the type of courses in which to use film and by using film to urge students to be more creative and present their own ideas in response to the film presentations.

Many of the articles in Teaching Political Science are directly related to the courses of FACDIS members. One of the best appeared in January 1979 when Stanley Thames wrote on "Recent International Relations Textbooks". Although his purpose was to analyze thirteen texts published in the U.S. to see if they met four specific educational objectives proposed earlier in the journal (Pearson, 1974), Thames provided a useful general review to assist in the process of narrowing choices among texts to be used in such courses as International Politics.

The reviews of books, media and games are not as frequent nor as thorough as found in The History Teacher. Moreover, the reviews do not focus so much on classroom use as upon content.

News for Teachers of Political Science

This publication of the American Political Science Association is very stimulating and useful to both classroom teachers and those interested in broader professional development. The News is distributed free quarterly to APSA members and department chairpersons while other faculty may subscribe for

The Teaching Journals (cont.)

\$5 per year, which makes it well within the reach of most and is money well-spent regardless of your discipline.

The News publishes a variety of articles on such topics as "new courses", political philosophy, teaching methodology, and documentation. It also includes announcements regarding NEH Summer Teaching Seminars and related professional concerns.

Of particular relevance to our FACDIS Newsletter audience is a Film Column which appeared in the Spring 1979 issue. Dean C. Myers argues for the greater use of filmstrip and slide-tape presentations to supplement lecture and reading materials in any classroom. He points out that these media provide great flexibility at much less cost than films, for example, and allow the individual the opportunity to produce his/her own program. He suggests Kemp's Planning and Producing Audio-visual Materials (3rd ed.; Chandler, 1975) as a valuable aide for those who want to produce slide-tape programs.

The News also makes available course syllabi and discusses how the courses were developed, the college, university, or community college context in which they were utilized and the student reaction to the courses.

Teaching Sociology

Although Sage publications is responsible for this journal as it is for Teaching Political Science, this is the least valuable of all the journals reviewed for those interested in international studies.

There are articles on teaching sociology of 7-10 page length, but they focus almost exclusively on the traditional courses (not on comparative aspects). Though some articles deal with media use, there is no regular review of audio-visual materials. Even the book reviews are almost useless for any appreciation of their potential for classroom use and texts per se are seldom reviewed. Simulation games are sometimes mentioned, but rarely given serious analysis.

Overall, Teaching Sociology is not as useful to teachers of international studies as the three preceding journals.

Sources

The History Teacher (quarterly journal)

published by the Society for History Education

Membership, which includes a subscription to The History Teacher:

\$10.00 a year - send to:

The History Teacher

California State University

Long Beach, CA 90840

Teaching Political Science (quarterly journal)

Individual subscriptions - \$16.50 a year. Send to:

Sage Publications, Inc.

275 South Beverly Drive

Beverly Hills, CA 90212

Teaching Journals (cont.)

News for Teachers of Political Science

Distributed free of charge to all members of the American Political Science Association. Non-member faculty may subscribe for \$5 per year. Send to:
Educational Affairs/APSA
1527 New Hampshire Avenue, N.W.
Washington, D.C. 20036

Teaching Sociology

Individual subscriptions - \$18.00 a year. Send to:
Sage Publications, Inc.
275 South Beverly Drive
Beverly Hills, CA 90212

Teaching Resources: Films

"Fiction and Film: Dealing with Images and Stereotypes in Teaching International Studies"

One of the major goals of FACDIS is to provide resources and ideas which will encourage and assist in the development of new courses and/or the renovation of existing ones through the introduction of new materials. With the creative use of the grant to fund audio-visual materials, we are now better able to suggest how films, for example, might be used to attract students to the study of international topics throughout the state.

The purpose of this article is two-fold. First it is meant to stimulate thinking about the specific ways films might be adapted to classroom use; and, second, it will provide a reminder (or initial introduction perhaps to some) of how the various discipline teaching journals provide information about a wide range of resources available to enhance the classroom atmosphere.

"Today's students have a special thing going with the movies," according to John Cullin in his book Films Deliver (N.Y. 1970). If, as he argues, "They turn on when the projector gets turned on," why not take advantage of it to "get their attention" about such a remote subject as Asia?

This was the premise of Anand Yang of the History Department at the University of Utah who reported on a new course entitled "Images of Asia" in the May 1980 issue of The History Teacher (pp. 351-369). In this one quarter course Professor Yang focused on India and China through the combined use of fiction and film and examined the "sources, ranges, uses, and constituencies of American images of Asia" (p. 354).

Starting with an introduction to the notions of images, stereotypes, attitudes, propaganda, and opinion formation, Professor Yang then gave lectures on the nature of film and its relationship to the art forms such as theatre, poetry, music and the novel. He stressed McLuhan's point here that we "see" film as an important aspect and level of literacy, thus the connection with fiction in this course.

Teaching Resources: Films (cont.)

From this background the course moved to the film of Louis Malle on Phantom India, a documentary film shot over a six-month period covering many parts of India. The film was a personal reaction to India and used by Yang to underline his point about "images". Because of its subjective nature, the film raised questions about perspective, bias, the role of the director in film-making, the messages delivered by films, and the overall relationship between images and reality.

This was the focus of class discussion throughout the course as they moved on to view such films as the CBS documentary Misunderstanding China; MGM's The Good Earth; an anthropological documentary called North Indian Village (Cornell, 1959); Pather Panchali (W. Bengal, 1955); and, near the end of the course, two TV movies, Golden Mountain on Mott Street (WCBS-TV, 1967) and Guilty by Reason of Race (NBC, 1972).

Along with films Yang moved the students to discuss the various topics by assigning novels to read throughout the quarter. Beginning with an historical dimension on Greek and Roman writers, the course pursued the development of Western views of Asia through examination of such later writers as the Romantics in Germany and England and the Transcendentalists in the U.S. Formative and influential works such as Mayo's Mother India and Arthur Smith's Chinese Characteristics were assigned to enable students to study sources of American perceptions of either China or India. Classics on the list include Forster's A Passage to India and Pearl Buck's The Good Earth. The films Gunga Din (RKO, 1939) and The Bitter Tea of General Yen (Columbia, 1932) were shown in conjunction with these readings to add further depth.

Thus, the "mysterious orient" was explored from ancient Rome to modern day America in a 10-week quarterly course. Students read, viewed films, and discussed each week the stereotypes and images through time while examining their own views. Students were asked to write reviews and final essays to summarize "their personal odysseys in the passage to India through fiction and film." (p. 364).

Did Yang's approach work? Did he succeed in attracting students, to force them to examine their own stereotypes which we all seem to agree get in the way of breaking down the disturbing isolationism which still prevails in the world today? One student's self-analysis seems to offer us all some real encouragement to try the Yang approach. She wrote: "I am frightened by the ignorance that I have seen in myself and others during the last quarter. If the knowledgeable have so many in-bred images and stereotypes, what is to happen to the less well-educated?"

If it works in Utah, why not West Virginia?

Brief Bibliography taken from "Images of Asia" by Anand A. Yang

Tudor, Andrew, Image and Influence: Studies in the Sociology of Film (London: 1974). This work provides a useful discussion of the effects and influence of film on the popular imagination.

O'Connor, J. E. and M. A. Jackson, Teaching History With Film, Discussions on Teaching, American Historical Association (Washington, D.C., 1974).

Teaching Resources: Films (cont.)

Bibliography - continued

Miller, Hannah E., Films in the Classroom: A Practical Guide (Metuchen, N.J., 1979).

Smith, Paul (ed.), The Historian and Film (Cambridge, 1976).

Hartley, Dean Wilson, "How Do We Teach It?: A Primer for the Basic Literature/
Film Course," in Film and Humanities, 40.

Fersh, Seymour, Asia: Teaching About/Learning From (New York, 1978).

Curriculum Materials: West Europe

The following course guides with annotated bibliographies are available from:

The Western European NDEA Center
Room 1306 International Affairs Building
Columbia University
New York, NY 10027

(Checks should be made payable to Columbia University.)

1. International Political Economy: A Study Guide by Peter Warren White. \$3.00
A guide intended to introduce international relations teachers and students to the current literature on international political economy. It includes the following topics: theoretical approaches (mercantilism, liberalism, Marxism interdependence theory), history and development of the world political economy, issues among developed market economies (money, banking, trade, multinational corporations), North-South relations (aid, oil, debt, the New International Economic Order), and East-West economic relations.
2. The Political Economy of the Mediterranean Basin: A Study Guide by Eleni Istravridis and Glenda G. Rosenthal. \$3.00
A guide to materials both on issue areas that concern the whole Mediterranean Basin and on the individual countries of the area. Topical areas include relations with the European Community, security issues, energy, and labor questions. The separate areas treated in country studies are Algeria, Cyprus, Egypt, Greece, Israel, Italy, Jordan, Lebanon, Libya, Morocco, Portugal, Spain, Syria, Tunisia, Turkey, and Yugoslavia.
3. A Selected Bibliography to Western European Films by Frederick C.K. Wasser. \$3.00
A guide to literature on West European film with an emphasis on the social implications of the art. The study guide is intended to give a survey of recent studies of film, including work on the major national cinematic movements and writing on the more general trends of European film. The major shifts in film style and theme are treated along with the structural changes which have occurred in the European film industry.
4. The Changing Structure of Political and Economic Conflicts Within Western Europe by Donald Allan, Amrita Basu, and Mark Kesselman (15 pp.) Partly annotated, 1979. No price given.

Curriculum Materials: Institute for World Order

Since its founding in 1961, the Institute for World Order has worked to formulate and build public support for practical alternatives to war, social and economic injustice, and ecological breakdown. Through research, publication and education in its World Order Models Project, Transnational Academic Program, and Public Education Program, the Institute has sought to create a climate in which interrelated world order values will increasingly inform national and international decision making.

The Institute's Transnational Academic Program produces guides for curriculum development to assist faculty in developing world order courses and programs. The following guides can be purchased from:

Institute for World Order
777 United Nations Plaza
New York, NY 10017

1. PEACE AND WORLD ORDER STUDIES: A CURRICULUM GUIDE (1978). 478 pp. \$5.00
Course outlines for the full range of world order subjects: introductory courses, war prevention, social and political justice, economic well-being, ecological balance, values clarification, futurism, and system change. Extensive bibliography; listings of teaching and research programs and relevant institutes and organizations. (Revised edition underway.)
2. WORLD FOOD/HUNGER STUDIES (1977). 229 pp. \$5.00
Contains essays, 23 detailed course outlines, and an annotated list of resource materials.
3. FOOD/HUNGER MACRO-ANALYSIS SEMINAR (1977). 92 pp. \$2.50
Complete manual for a seminar emphasizing the links between local, domestic, and global food/hunger issues.
4. CONTENDING WITH A PLANET IN PERIL AND CHANGE: AN OPTIMAL EDUCATIONAL RESPONSE
By Burns H. Weston. (1979). 50 pp. \$1.50
Sets out the rationale, topical focus, and methodology of world order education.
5. PEACE AND WORLD ORDER SYSTEMS: TEACHING AND RESEARCH. By Michael A. Washburn and Paul Wehr. (1976). 255 pp. \$6.00
Theoretical and practical aspects of peace and world order studies courses and programs. How to get started, how to get funding, and how to network with colleagues.
6. WORLD ORDER STUDY/DISCUSSION GUIDES (1979).
Complete 1-3 week course units on major world order issues addressed in Working Paper series.
HUMAN RIGHTS AND WORLD ORDER. 16 pp. \$.60.
NUCLEAR POLICY AND WORLD ORDER. 16 pp. \$.60.
7. MACROSCOPE
A quarterly newsletter for students and faculty interested in substantive discussions of global issues, curricular information, and news of world order studies at the college and university level.
No charge.

New Regional Association Planned: Mid-Atlantic Africanist Association

A new regional professional association is being planned to bring together people in the Mid-Atlantic region who are interested in Africa either as scholars, academicians, policy makers or administrators for the purpose of interacting, exchanging ideas and helping to meet the challenges of the coming decade(s), and beyond in U.S.-Africa Relations.

This new association, to be known as the Mid-Atlantic Africanist Association, is being organized by an Interim Planning Committee. The deadline for completing organizational plans is January, 1981. Faculty who are interested in becoming members of this association should write to:

Dr. Robert J. Cummings
The African Studies Center
Box 231
Howard University
Washington, D.C. 20059

Speakers Bureau: Institute of International Education

The Institute of International Education (IIE) is sponsoring a lecture bureau to help departments bring foreign lecturers to their campuses for speaking engagements.

If you wish to draw upon the experience of academic visitors to the United States to help expand international perspectives on your campus, you may register with IIE and specify subject fields and world regions or specific countries in which you have special interest. The IIE will try to match your interests with those of the prospective speakers.

Travel expenses and honoraria for the speakers are the responsibility of the host institution. You may apply for a FACDIS grant to fund the speakers through our Local Campus Projects program.

To register with the IIE Speakers Bureau contact:

Mary L. Taylor
Program Planner
IIE
809 United Nations Plaza
New York, NY 10017

(Registration forms are also available from the FACDIS office: the Department of Political Science, West Virginia University.)

Forthcoming Professional Meeting

January 23-24, 1981. Southeast Regional Association for Asian Studies
Washington and Lee University
Lexington, Virginia 24450
(Contact: Dr. Roger Jeans, Washington and Lee University)

Dr. Sophia Peterson
Department of Political Science
West Virginia University
Morgantown, West Virginia 26506

Prof. John A. Maxwell
History
Town Campus