



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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FACDIS WINS FIRST CYRUS R. VANCE AWARD

On November 9, FACDIS received word that our statewide consortium had been selected as the first winner of the Cyrus R. Vance Award for International Education in West Virginia. The award, given by the West Virginia Department of Education and the Arts, includes a \$5,000 gift for the purpose of furthering our activities in the area of international education.

The award, announced by Cabinet Secretary of Education and Arts **Kay Goodwin**, will henceforth be an annual award, given to an educator or educational organization in West Virginia—either at the K-12 or higher education level—which best exemplifies Mr. Vance's dedication to international issues and which also promotes student understanding of international affairs. The announcement of the award coincided with International Education Week, celebrated from November 11-17 nationwide.

“As the trend towards globalization accelerates, and political and economic systems change accordingly, West Virginia needs to increase the international and intercultural awareness of its citizens,” said Secretary Goodwin. She further stated that “The Secretary recognizes the signal importance of increasing student understanding of foreign cultures, languages, and America's role in international affairs. By increasing this understanding, students will be better prepared to celebrate social diversity and to compete in a global economy.”

Cyrus R. Vance, a native of Clarksburg, has distinguished himself during a half-century of public service, particularly in the area of international affairs. In 1968, he was one of two American representatives at the Paris Peace Conference on Vietnam, served as U.S. Secretary of State from 1977 to 1980, and throughout the 1990s was called upon to act as a special envoy for the Secretary-General of the United Nations in the former Yugoslavia, South Africa and Greece. Among his innumerable honors and awards are the U.S. Presidential Medal of Freedom, the French Legion of Honor, the Grand Cordon of the Order of the Rising Sun from Japan, and an appointment as an honorary knight commander of the British Empire.

Secretary Goodwin commended FACDIS as a most deserving winner of this award, and commented that FACDIS has been providing essential international education opportunities to West Virginia students and teachers for more than two decades. *We are highly flattered to be the first recipient of this prestigious state award!*

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TWENTY-FIRST ANNUAL FACDIS WORKSHOPS

Cultural Resistance to Imperial Legacies

November 8-9, 2001

Editor's Report

On November 8-9, 125 FACDIS faculty plus speakers and invited guests participated in the 21st Annual FACDIS Workshops on the theme "*Cultural Resistance to Imperial Legacies*." The workshops were very well-attended, and a preliminary examination of the evaluations returned indicate that our faculty really enjoyed the speakers and sessions. However, the workshops were nothing like we publicized in our September *FACDIS Newsletter*, which went to press on September 7! After our horrific national tragedy on September 11, we lost two of our confirmed speakers, who were unwilling to fly. We also lost a speaker on September 10, who, due to a Sabbatical leave, was going to be away from his home campus and was thus unable to join us. A mere seven days before our event, the only speaker in our original "line-up" e-mailed us to say he had a "nasty staph infection" and would not be able to travel. Despite all these set-backs, we were determined to replace all our canceled speakers and ended up with a terrific set of presenters in our four selected "tracks."

In addition, we were extremely fortunate to add as our keynote speaker, Yvonne Haddad, Professor of Islamic History at Georgetown University's Center for Muslim-Christian Understanding, who gave the opening address: "Terrorism: The Ultimate Example of Cultural Resistance?" Yvonne is an "old friend" to FACDIS, and in addition to having served as consultant at the 1986 FACDIS Workshops, she was a lead instructor in our 1988 Summer Institutes for Teachers on "The Arab Middle East," and has also given presentations at other FACDIS institutions, including Marshall University and the University of Charleston. FACDIS member Gerald Beller, political science professor at WV State College, contributed a recent guest column to the *Charleston Gazette*, which comments on some of Dr. Haddad's points. (We include excerpts from his column on page 4.)



When we lost our speaker on Asia just days before the workshops were to begin, we despaired of finding a replacement on such short notice. We called the Center for Southeast Asian Studies at Ohio University and learned that they had a distinguished visiting professor from Indonesia, Dr. Salim Said, who would be delighted to join us in Morgantown. Despite the unavoidable short notice, and very little time to prepare, Dr. Said presented fascinating sessions discussing both Indonesian Islam as well as the legacies of 300-plus years of Dutch colonialism on modern Indonesia.

L-R: Yvonne Haddad, Jack Hammersmith and Salim Said

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FACDIS Office:

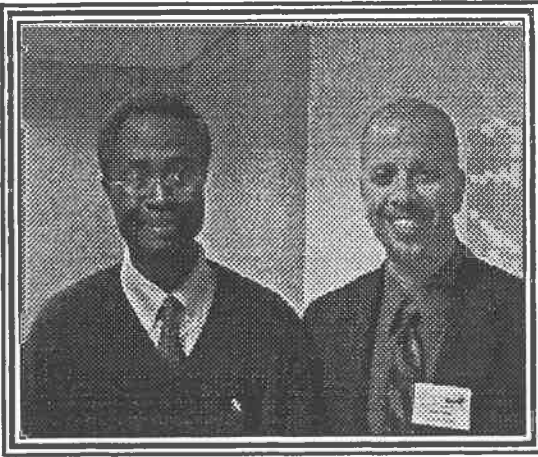
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21st Annual Workshops (cont.)



L-R: John Conteh-Morgan with session chair, Jim Natsis (International Studies, WV State)

Everyone who attended Dr. John Conteh-Morgan's sessions on "African Literature and Cultural Resistance" has commented very favorably on his well-organized and energetic presentations. A professor of French and African Studies at Ohio State University, Dr. Conteh-Morgan selected different works of African literature to illustrate conflicts between imperialist ventures and native groups. His sessions also provided useful teaching strategies, a goal that FACDIS workshops always aspire to, but that is not always easy to fulfill.

Dr. Sharon L. Wolchik, Professor of Political Science at George Washington University led stimulating, broad-ranging sessions on Central and Eastern Europe, focusing first on the development of national



Sharon Wolchik, right, with session chair, Bob Blobaum (History, WVU)

movements and the role that culture played during the time when this region was ruled by outside empires. She also looked at dissent and non-conformism during the communist era, and she concluded by examining Central and Eastern European responses to globalization and "Europeanization."

Dr. John R. Beverley, Professor of Hispanic Languages and Literatures at the University of Pittsburgh, led thought-provoking sessions on "Cultural Resistance in Latin America," and focused on "testimonial narratives" as a way to examine cultural resistance. In addition to literary examples, primarily the Guatemalan testimonial, *I, Rigoberta Menchu*, Dr. Beverley used various videos to illustrate forms of accommodation and resistance in Latin America.

To accompany Dr. Beverley's sessions, and at his suggestion, FACDIS was able to obtain the not-yet-officially-released video, *Haunted Land*, by award-winning Canadian film-maker, Mary Ellen Davis. This film, an attempt to "break the silence about the genocide in Guatemala," examines Guatemala's recent tragic past by traveling with a Mayan survivor of one of the many massacres to visit a community, Petanac, where inhabitants were tortured, murdered, and the village burned to the ground. Survivors gathered to bear witness as forensic experts unearthed the mass graves of loved ones. This powerful 74-minute video is being placed in the collection at the WVU Audio-Visual Library and will soon be available for borrowing by any FACDIS institution in the state (request should be made through your Inter-Library Loan Librarian).

Haunted Land was shown during the 5-6 pm "optional session" time so that interested participants from other workshop sessions could also preview it. At the same time, three faculty from Wheeling Jesuit University presented a mini-session on WJU's U.S. Department of Education Title VI grant and how they are using it to diversify their international studies program. FACDIS member Larry Zbach from Salem International University also led a well-attended mini-session on "Cultural Resistance and Popular Music of the World." Professor Zbach showed music videos and discussed how to use popular music studies to increase knowledge of global issues.

One of the highlights of the event was the after-banquet entertainment on Thursday, when the WVU African Ensemble performed a wide range of African music and dances. Under the leadership of Professor Paschal Yao Younge, the students gave a colorful, energetic and exciting performance!

If you attended the Workshops and have not yet returned your evaluation and course commitments forms, please do so now. If you were not able to attend the workshops this year, we hope to see you next November 7-8, 2002 at Lakeview. See page 5 for the topic for the 2002 Workshops!

“Land at Root of Anti-Americanism”

by Gerald Beller, Professor of Political Science, West Virginia State College

Excerpted from *Charleston Gazette*, Monday, November 26, 2001. Used with permission.

On November 8, Yvonne Haddad, a professor of Islamic history at Georgetown University, told a consortium of international educators in West Virginia that hatred toward the United States in Muslim countries has more to do with U.S. policies than American values.

Her point deserves emphasis: The backward country code of the Taliban, funded and exploited until the Sept. 11 crisis by narrow-minded Saudi religious ideology and Pakistani state opportunism, has little to do with the day-to-day aspirations of Muslims around the world.

If most Muslims aren't attracted to an austere life that rejects music and dance, crushes women and abandons the benefits of modern society, we must assume, as Haddad suggests, that it's "our" policies which are to blame for the anti-Americanism. And as she suggests, there is no better place to begin than the Israeli-Palestinian conflict and U.S. backing for Israel.

This is not an easy issue to address. Criticism of Israel is often taken as anti-Semitism—and many in the Islamic world have adopted unreal beliefs that seem to echo older European attitudes. Moreover, the adoption of a "martyrdom complex" in the West Bank and Gaza has provided a rationale for terrorist missions elsewhere.

However, the Israeli-Palestinian conflict is about land, not religion. Let me try to explain. Historical Palestine—the "Holy Land" with Jerusalem as its most famous city—represented an area less than half the size of West Virginia. Under the Ottoman Empire in the late 19th century, it had 472,465 inhabitants: 403,795 Muslims, 43,659 Christians and 25,011 Jews. Jews started coming in larger numbers to then-British-ruled Palestine after World War I, under a broad British promise to provide Jews a "homeland." A promise to Arabs that they would be given "independence" for helping to defeat the Ottoman Turks was subordinated to British and French imperial interests.

The conflicting promises laid the groundwork for Arab-Jewish clashes. As Jews began to flood into Palestine to escape European persecution in the 1920s and '30s, Britain and the U.S. established anti-Jewish immigration laws preventing alternative escape routes and increasing pressure upon Palestinian land. By 1946, in the wake of

the Holocaust, Palestine had a population of 1.2 million Arabs and 608,000 Jews. Jews had purchased about 7% of the land, including 20% of the good agricultural land.

In 1947, the British decided to relinquish control of Palestine, and the newly formed U.N. passed a resolution giving Jews 56% of the total land. When Jews accepted this generous proposition, fighting broke out between Arab and Jewish militias in Palestine, and neighboring Arab states declared war on the emerging Jewish state. By 1949, Egypt gained control of the Gaza province, and Jordan gained the hilly area of Palestine called the West Bank and East Jerusalem. Israel ended up with 77% of Palestine, 21% more than had been granted by the U.N.

Palestinians ended up as refugees. When some communities finally fled in panic, local Israeli forces took advantage of the situation to begin forcing out other hostile communities. Once in control of depopulated land, Israel began to destroy empty Palestinian villages and build replacement Israeli communities.

When Israel captured Gaza and the West Bank in 1967, including East Jerusalem, it took control of a majority refugee Palestinian population for the first time. Israeli settlements soon followed in the newly occupied land. Illegal under international law, the new settlements nonetheless served as intended outposts of empire for what were at first fanatic fringe groups in Israel. Jewish settlements spread throughout the West Bank and Gaza, where today about 200,000 settlers live among 2.2 million Palestinians.

There is little doubt that Palestinian leaders have pursued counterproductive terrorist policies in response to these Israeli land policies, and that Israelis have responded out of concern for their own security. Nonetheless, the underlying grievance concerns control over land subjected to a long-term Israeli expansion that the current prime minister would like to continue. As Palestinians have steadily lost land, they have become increasingly desperate. When Muslims around the world look at this and note that the U.S. provides more foreign aid to Israel than any other single state, while seldom doing more than issuing verbal protests over Israeli actions, they see old fashioned imperialism. It is hard to refute that notion. ■
Comments? Contact Gerry Beller: beller@mail.wvsc.edu

FACDIS WORKSHOPS 2002

Vision and Blindness: The U.S. Relates to the World

November 7-8, 2002

The FACDIS Institutional Representatives Council met during this year's conference to decide on the theme for our 22nd Annual Workshops. The dates will be November 7-8, 2002, again at Lakeview Resort, and remaining with the Thursday-Friday schedule that most of you have said you prefer.

Plans call for an examination of the topic, *Vision and Blindness: The U.S. Relates to the World*. The IR Council wants us to focus on "America's Struggle With International Awareness," and suggests looking at this topic from various perspectives, including: (1) the role that media plays in shaping our perceptions; (2) language/culture perspective; (3) impact on political economy; and (4) values/ethical perspectives.

We would like to ask any FACDIS member who has a special interest in this topic to make suggestions for possible presenters for the 2002 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 13-15, 2002 *TRANSNATIONAL THREATS*

FACDIS's Annual *John A. Maxwell Scholar-Diplomat Program* is scheduled for March 13-15, 2002, 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.

With Mike Strada's retirement from FACDIS, Ann Levine is working with FACDIS member Hannah Geffert of Shepherd College to plan our next event, and both will accompany the group of ten FACDIS faculty to DC. Pre-September 11 plans had us focusing on the topic of "Peacekeeping/Peacemaking." We have changed our focus to one much more pertinent to our now-changed world: "*Transnational Threats*." Hannah and Ann are busily working to arrange the briefings at think-tanks, NGOs, and government agencies such as the US Department of State, Defense, and the National Intelligence Council or CIA. In early January, all FACDIS faculty will receive applications/invitations to apply, and final selections will be made by the FACDIS Steering Committee, based on teaching responsibilities and how attendance in the program focusing on this theme could benefit their teaching.

Watch for the mailing, since there will be a short turn-around time, and we expect many applicants for our ten slots!

MEET NEW FACDIS MEMBERS

Over the past few years, our membership roster has dramatically changed. Our total membership remains just over 375, but an average of 25-30 "old" members depart each year, being replaced by a like number of new participants in FACDIS. Here are some new members in Fall 2001, with their email addresses for contact.

Debra Baker (Business, WVU-Parkersburg) teaches Introduction to Business, a course in marketing, and hopes to develop an International Marketing elective: Debra.baker@mail.wvu.edu

Sarah Brinegar (Geography, Marshall University) teaches Economic Geography plus Urban, Cultural, and World Regional Geography as well as a course in Gender and Geography: brinegar@marshall.edu

Cynthia Chulapa (Foreign Languages, WVU) is a recent PhD graduate from Ohio State University who teaches German composition, language and literature at WVU: cynthia.chalupa@mail.wvu.edu

R. Scott Crichlow (Political Science, WVU) recently finished his doctoral program at LSU and teaches International Relations at WVU: rcrichlo@wvu.edu

Elizabeth Engelhardt (Women's Studies, WVU) teaches the new Women's Studies capstone course and is interested in incorporating more global feminism into all the Women's Studies core courses at WVU: Elizabeth.engelhardt@mail.wvu.edu

Michael Foster (ESL, University of Charleston) is the new Coordinator of International Education in addition to teaching ESL and a course in Cross-Cultural Communication: mfoster@uchaswv.edu

Fikru Gebrekidan (History, WVU) is a native of Eritrea, and teaches both African History and African-American History at WVU: fikru.gebrekidan@mail.wvu.edu

Jeff Holland (Business, WVU-Parkersburg) teaches International Business plus other business courses and would like to develop an International Marketing course: jeff.holland@mail.wvu.edu

Barbara Howe (Women's Studies, WVU) is Director of the WVU Center for Women's Studies. She attended a summer institute in Barbados on "Internationalizing the Women's Studies Curriculum" and recently returned from a women's studies education conference in Cuba: bhowe@wvu.edu

Brent McCusker (Geography, WVU), a recent PhD graduate from Michigan State University teaches World Regional Geography, the Geography of Africa, and the Geography of Middle East and North Africa: bmccusker@goe.wvu.edu

Daniel Moalusi (Economics, WVU-Parkersburg) teaches Micro-, Macro-, and Managerial Economics and hopes to develop a course on International Trade and Financial Markets: mmametsana@yahoo.com

José Morillo (Modern Languages, Marshall University) teaches courses in Spanish language, literature, and civilization and culture: morillo@marshall.edu

A. Graham Peace (Business, WVU) teaches courses in Management Information Systems and hopes to have the opportunity to get more involved with study abroad: graham.peace@mail.wvu.edu

Stephen Petersen (English, Salem International University) teaches English literature and composition: petersen@salemiu.edu

Jan Rezek (Sociology, WVU Tech) teaches courses in Cultural Diversity, Cultural Anthropology, Social Problems, and the Sociology of Women (with an international emphasis): colombiajan@yahoo.com

Matthew Rhoades (History, WVU-Parkersburg) teaches survey courses in Western Civilization and American History: matt.rhoades@mail.wvu.edu

Irene Simmons (Art, West Liberty State College) joins husband, Bill Simmons (who teaches at Bethany College) as a FACDIS member. Irene teaches Survey of Non-Western Art along with other art history courses: isimmons@wlsc.edu

John Stack (Political Science, Concord College) teaches Comparative Politics at Concord: stackj@concord.edu

Jessica Wooten (Biology, WVU-Parkersburg) wants to further internationalize her biology courses: jwooten10@yahoo.com

MEET NEW MEMBERS (cont.)

Franklin Vivekananda (Economics, Salem International University) teaches International Economics and has a strong interest in non-violence, peace, and world order studies. He has recently published a book on Gandhi: franklin@salemiu.edu

H. G. Young (Music, WVU-Parkersburg) teaches a new course in World Music in addition to other Music Appreciation courses and also conducts the WVU-P College Chorale, which performs much international music: hgyoung@alpha.wvup.wvnet.edu

NEWS AND NOTES: MEMBERS AND INSTITUTIONS

Mack Gillenwater (Geography, Marshall University) attended the National Council for Geographic Education Annual Meeting in Vancouver, B.C., where he presented a paper and chaired a session on Appalachian Culture.

Jim Friedberg (Law, WVU) has received a Fulbright award and will travel to the war-torn Macedonian region to teach human rights and refugee law at the Institute of Sociology and Jurisprudence in Sophia.

Bob Hall (Sociology, WV State) received a Fulbright award to teach at the University of Mexico Institute for Legal Research during Spring Semester 2002, where he will conduct research in medical ethics and teach a course on Research Methodology.

Daniel Boyd (Communication, WV State) received a grant from the Fulbright Legacy Fund's Alumni Initiative Awards program to teach a course and collaborate with the University of Dar Es Salaam in Tanzania. The project will culminate in a teacher-student exchange for purposes of video development.

T. Ford Ahmed (Communication, WV State), International Development Partnerships (IDP) Coordinator for WV State's United Negro College Fund (UNCF) Special Programs, was inducted into the Henry Highland Garnett Foundation's Hall of Fame for her contribution to academe in the areas of International Education, Broadcasting and Journalism.

William Arnett (History, WVU), **Clint Maffett** (Political Science, Bethany College) and **Roland Williams** (Geography, West Liberty State College) have participated in a public forum/panel discussion on the topic, "Can We Ever Understand the Middle East?" at both the Weirton and New Martinsville campuses of WV Northern Community College. The panels were moderated by **Bill Deibert**, Director of the Center for Liberal Arts at WV Northern.

Joe Hagan (Political Science, WVU) was a panelist, along with six other professors and local community leaders, at a public forum at WVU on September 20 on "9-11 and After: A Forum on the Attacks."

Mike Strada (Political Science, West Liberty State College) contributed a recent "op-ed" guest editorial to the *Wheeling News-Register* on the topic: "Afghanistan: The Bosnia of Central Asia."

Sudhakar Jamkhandi (English, Bluefield State College) is Director of Bluefield's Center for International Understanding. The Center has designed and implemented training programs for over 600 trainees from more than 30 countries since 1994, and is currently working on two major proposals for implementation in Armenia and Russia. The Center is soliciting resumes from professionals in the fields of Tourism, Hospitality, and Workforce/Small Business Development and Management. The project would train target audiences for up to a month on these topics. Faculty interested in assisting in these training sessions should send resumes to Dr. Jamkhandi. Email: ciubsc@yahoo.com

Fairmont State College hosted Dr. James Boland, Director of the Peace Resource Center at Wilmington College (Ohio), who, as part of a weekend seminar for Honors students, gave a lecture on "Peacemaking in a Violent World." His visit was arranged by **Angela Schwer**, Director of Fairmont State's Honors Program.

WV State College, in cooperation with the WV Human Rights Commission, in June hosted the Human and Civil Rights Conference on campus, with special guest, **Naomi Tutu**. Ms. Tutu, daughter of the 1984 Nobel Peace Prize winner, Archbishop Desmond Tutu, spoke on racism in both South Africa and the U.S. Also, last Spring, the WVSC National Center for Human Relations hosted Sudanese Nubian King, Dr. Sheikh Anwar McKeen, who gave a special lecture on "Slavery in Islamic States."

UPCOMING MEETINGS OF SPECIAL INTEREST

Distance Learning of the Less Commonly Taught Languages. Crystal City, Arlington, Va. February 1-3, 2002. Conference will provide opportunity to view examples of cutting-edge distance learning programs and participate in panel discussions with their developers; web-based discussions with the plenary speakers prior to the conference to discuss issues relating to major themes and topics of the conference. For information contact: Dr. Margo Giew, Less Commonly Taught Languages Program Coordinator, Michigan State University, A614 Wells Hall, East Lansing, MI 48824; Phone: (517) 432-1324; Fax: (517) 432-2736; email: giewmarg@msu.edu; web: www.langinnovate.msu.edu

2002 Lilly Conferences on College and University Teaching. Lilly Conferences are retreats that combine workshops, discussion sessions, and major addresses with lots of opportunities for informal discussion about excellence in college and university teaching and learning. The theme for the 2002 conferences is: *Presenting the Scholars of Teaching*. The Southern Conference will be held February 8-9 in Athens, GA; The Atlantic Conference, April 12 & 13, Towson, MD; and the National Conference, November 21-24, Oxford, OH. For more information: <http://www.iats.com/conferences>

The Future of Cultural Memory. February 14-17, 2002. Conference will address issues at the intersection of cultural/literary study, political philosophy, and international relations. Topics include the politics of history and memory, transitions to and from democracy, the public sphere, Third World feminism, postcolonial legacies, narrative and identity, literature/culture and practical reason, cosmopolitanism, culture, and citizenship. Contact: Dr. Meili Steele, Comparative Literature Program, University of South Carolina, Columbia, SC 29208; email: Steelem@sc.edu

13th International Biennial Conference of Europeanists. Palmer House, Chicago. March 14-16, 2002. Theme: *Europe in the New Millennium: Enlarging, Experimenting, Evolving*. For information contact: Council for European Studies, Columbia University, 1203A International Affairs Building, MC3310, 420W 118th St., NY, NY 10027; Phone: (212) 854-4172; Fax: (212) 854-8808; email: ces@columbia.edu; web: <http://www.europamet.org/frames/overall.html>

43rd Annual International Studies Association (ISA) Meeting, New Orleans, LA. March 24-27, 2002. Theme: *Dissolving Boundaries: The Nexus Between*

Comparative Politics and International Relations. Contact: ISA, Social Sciences 324, Univ. of Arizona, Tucson AZ 85271; Phone: (520) 621-7715; Fax: (520) 621-5780; email: isa@u.arizona.edu; web: <http://csf.colorado.edu/isa/la/>

11th Annual World History Association Meeting. (WHA). Seoul National University, Seoul, Korea. August 15-17, 2002. Call for paper and panel proposals dealing with the three main conference themes: The Pacific in World History; Korea and World History; Buddhism and Confucianism in World History, or any other subject relevant to the study and teaching of world history. Contact: Dennis Flynn, Program Committee Chair, Economics Department, University of the Pacific, Stockton, CA 95211; email: doflynn@uop.edu; web: <http://www.thewha.org>

Northeast Conference 2002. (NECTFL). New York, NY. April 18-21, 2002. Theme: *Teaching in Changing Times: The Courage to Lead*. For information contact: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Phone: (717)245-1977; Fax: (717)245-1976; email: nectfl@dickinson.edu or [webs....www.dickinson.edu/nectfl](http://www.dickinson.edu/nectfl)

Middle Atlantic African Studies Association. West Virginia State College, Institute, WV. June 19-21, 2002. Call for Papers. Theme: *"The Global Legacy and Application of the Vision of Booker T. Washington: Science, Technology and Education."* Submission deadline: Feb. 22, 2002. Send 200-word abstracts to: Dr. C. Stuart McGehee, Dean, Social Sciences, Campus Box 162, WV State College, Institute WV 25112-1000; (304)766-3240; Fax: (304) 766-5186; email: mcgehest@mail.wvsc.edu; <http://www.wvsc.edu/msasa/>

American Association of Teachers of French (AATF) Meeting, Boston, MA. July 11-14, 2002. Contact: Jayne Abrate, Exec. Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois Univ., Carbondale IL 62901; (618) 453-5731; Fax: (618) 453-5733; e-mail: abrate@siu.edu; web: <http://aatf.utsa.edu>

Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP). Rio de Janeiro, Brazil. July 29-August 2, 2002. Contact: Lynn A. Sandstedt, Exec. 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

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Special Programs on International Business

CIBER Faculty Study Abroad Programs

Mexico. May, 2002. Designed for business school faculty, deans/administrators who seek to improve the international content of their curriculum under AACSB guidelines. Also, for community college faculty who plan to upgrade business or area studies course offerings. Program in three Mexican cities features:

- Seminars on Mexican business and cultural issues
- Meetings with executives from various business firms and educators from several universities
- Several plant visits will provide a firsthand look at the business environment and practice in Mexico.

Program fee is \$1,900 and includes airfare, hotel accommodations with breakfast, local transportation, culture visits in Monterrey, Mexico City and Puebla, plus briefing package.

South America (Brazil, Chile, Argentina). May 10-May 25, 2002. The program objective is to raise US business faculty awareness of the social, political, economic, and business environments in South America. The programs in Argentina, Brazil, and Chile will include meetings with business faculty from leading academic institutions, business executives from multinational and national companies, and government officials; cultural events; and city tours. (Cost information not yet available.)

Antwerp, Belgium. May 12-24, 2002. This 13-day program is offered primarily for faculty from business, foreign language, and area/cultural studies. Provides exposure to the latest developments in European business/economic issues to develop an understanding of today's European Union (EU). Program fee is \$2,300 (by March 30) or \$2,500 (after March 30) and includes all seminars and materials; hotel accommodations, breakfast and either lunch or dinner each day; local transportation for excursions and site visits; cultural and social events; welcoming dinner and concluding luncheon. Airfare extra.

To request a brochure or for more specific details on these three programs abroad, contact Jeanne Tutor at the Wang Center by email: jtutor@memphis.edu or phone (901) 678-2308. More information is also available on the University of Memphis' Wang Center's website: <http://www.people.memphis.edu/~wangctr/academic.htm>

Other Conferences and Institutes on Business

CIBER 2002 Conference for Language & Business. Chapel Hill, NC. March 13-16, 2002. The conference seeks to bring together business and language professionals and academics to discuss the juncture of foreign language, culture, and business in education today. For information contact: Marybeth Lavrakas, Conference Coordinator; email: lavrakas@mail.duke.edu; web: <http://faculty.fuqua.duke.edu/ciber>

CIBER Globalization Seminars. Memphis, TN. June 6-9, 2002. Registration: \$1,395 (\$1,195 before April 26), includes instruction and all seminar materials, hotel accommodations for 3 nights, all breakfasts, lunches and coffee breaks, reception/buffet on Thursday. A limited number of Faculty Fellowships for \$500 are available to assist faculty in attending the workshop. Participants may register for one of the following seminars: *Introduction to International Business; International Finance; Global E-Business; Global Information Technology; International Management; International Marketing.* Contact: Wang Center for International Business, The University of Memphis, 220 Fogelman Executive Center, 330 DeLoach St., Memphis, TN 38152-3130; Phone: (901) 678-2038; Fax: (901) 678-3678; email: jtutor@memphis.edu; web: <http://www.people.memphis.edu/~wangctr/ibus.htm>

FDIB at University of South Carolina

The University of South Carolina's College of Business Administration will present its 14th annual Faculty Development in International Business (FDIB) program to be held in Columbia, SC from June 15-20, 2002. Six different seminars will be offered in a 4½-day format. The cost of the program is \$1,950, which includes course instruction, materials, breakfasts, lunches, and selected activities. A limited number of \$500 CIBER scholarships are available, so apply early!

Business Spanish Seminar: From June 14-20, a workshop designed for professors of Spanish interested in *Business Spanish*. The program cost of \$750 includes instruction, materials, breakfasts/lunches, and selected activities. A limited number of \$400 CIBER scholarships are available, so again, apply early!

For more information contact: Darla Moore School of Business, Univ. of South Carolina, Columbia, SC 29208; Phone: 1-800-393-2362; Fax: (803) 777-4447; Web: <http://www.uscdmc.sc.edu/fdib.asp>

Foreign Language Professional Development Opportunities

Language and Culture for International Business: A Workshop for Foreign Language Educators. Memphis, TN. February 21-23, 2002. Registration: \$495, includes 2-nights accommodations, most meals, and all materials. 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, Japanese, 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 Delcach St., Memphis, TN 38152-3130; (901) 678-2038; Fax: (901) 678-3678; email: jtutor@memphis.edu

CARLA at University of Minnesota

CARLA will offer its seventh annual series of summer institutes for second language teachers, with its goal to connect research with practice. The interactive workshops include discussion, theory-building, hands-on activities, and networking with colleagues. Last year's cost for each institute was \$300 (plus housing/meals/credit if desired). If you registered before May 18, there was a discount of \$25. (Costs for 2002 are expected to be similar.) Topics and dates for Summer 2002 programs:

- *Developing Materials for Less Commonly Taught Languages (LCTLs)* - July 29-August 2, 2002
- *Proficiency Oriented Language Instruction & Assessments (POLIA)* - July 29-August 2, 2002
- *Basics of Second Language Acquisition for Teachers* - July 29-August 2, 2002
- *A Practical Course in Styles-and-Strategies-Based Instruction* - August 5-9, 2002
- *Developing Assessments for the Second Language Classroom* - August 5-9, 2002
- *Meeting the Challenges of Immersion Education: Focus on Reading* - August 5-9, 2002
- *Culture as the Core in the Second Language Classroom* - August 12-16, 2002
- *Immersion 101: An Introduction to Immersion Teaching* - August 12-16, 2002
- *Technology in the Second Language Classroom* - August 12-16, 2002

For more information contact: CARLA, University of Minnesota, 619 Heller Hall, 271 19th Avenue, South, Minneapolis, MN 55455; (612) 626-8600; Fax: (612) 624-7514; email: carla@tc.umn.edu; web site: <http://carla.acad.umn.edu/>

Center for Language Education & Research (CLEAR), Michigan St. University: 2002 Workshops

CLEAR will offer eight 2002 summer workshops on the campus at Michigan State. Stipends to cover program fees and partial travel are available for most participants. Programs, averaging \$200 plus lodging/meals, include:

- *Teaching Writing in the Foreign Language Classroom.* June 17-19, 2002. (Cost: \$175)
- *Using Communicative Activities in a Grammar-Based Curriculum.* June 20-22, 2002. (Cost: \$175)
- *Promoting Motivation in Foreign Languages Inside & Outside of the Classroom.* June 25-28, 2002. (\$200)
- *Basic Web Pages for Late Bloomers.* July 9-12, 2002.
- *Beyond Web Pages.* July 15-19, 2002. (Cost: \$225)
- *Putting Flash into Your Course.* July 22-26, 2002. (Cost: \$225)
- *Materials Development Marathon: Creating Online Communicative Activities.* July 29-August 2, 2002. (Cost: \$225)
- *Developing & Managing a Tutorial-Based Language Program for LCTLs.* August 5-6, 2002. (Cost: \$125)

Early application deadline is March 29, 2002 (\$15 application fee is waived). Regular deadline is May 17 (fee applies.) Contact: CLEAR, Michigan State University, A712 Wells Hall, East Lansing, MI 48824-1027; (517) 432-2286; Fax: (517) 432-0473; email: clear@msu.edu; web site: <http://clear.msu.edu/institutes/> (You can apply online).

ADFL Summer Seminars in 2002

The Association of Departments of Foreign Languages (ADFL) sponsors Summer Seminars East and West each summer. The ADFL seminars provide a congenial forum for department chairs, language coordinators, and other administrators to discuss life and work in departments of foreign languages. Seminar East will be held June 6-10, 2002 at University of Maryland, College Park and Seminar West will be June 20-23 at California State University, Long Beach. Seminars feature pre-seminar workshops for new department chairs. Cost: \$250 for members/\$300 for nonmembers; housing extra.

For further information, including this year's theme, contact: Elizabeth Welles, Director, or David Goldberg, Associate Director, ADFL, 26 Broadway, Third Floor, New York NY 10004-1789; (646) 576-5132; email: adfl@mla.org; web site: <http://www.adfl.org>

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 5-6 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, 2002.

In 2002, two topics for Seminars that may interest FACDIS faculty include:

Motherhood and The Nation-State in Western Societies: Modern Times. June 24-August 2, 2002 (6 weeks). Stanford, CA. Contact: Marilyn J. Boxer or Karen Offen, Institute for Research on Women and Gender, Serra House 556 Salvatierra Walk, Stanford University, Stanford, CA 94305-8640; (650) 723-1994; email: mboxer@sfsu.edu or knoffen@stanford.edu

Punishment, Politics, and Culture. June 24-August 2, 2002 (6 weeks). Amherst, MA. Contact: Austin Sarat, Law, Jurisprudence, and Social Thought, Amherst College, Amherst, MA 01002; (413) 542-2308; email: LJSpalluzzi@Amherst.edu

Institutes

NEH Summer Institutes last from 4-6 weeks with 20-30 participants 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 2002 Institutes of interest include:

Border Crossings: An Interdisciplinary Southwestern Studies Faculty Institute. June 3 - June 28, 2002 (4 weeks). San Marcos, TX. Information: Sharon Pogue, Center for the Study of the Southwest, 601 University Drive, Houston House, Southwest Texas State University, San Marcos, TX 78666; (512) 245-2232; email: sp02@swt.edu

The Indian Ocean: Cradle of Globalization. July 8 - August 2, 2002 (4 weeks). Philadelphia, PA. Information: Lee Cassanelli, c/o Lynette Loose, African Studies Center, 647 Williams Hall, University of Pennsylvania, Philadelphia, PA 19104-6035; (215) 898-3883; email: lloose@sas.upenn.edu

The Americas of José Martí – Las Américas de José Martí. June 2 - July 5, 2002 (5 weeks). Tampa, Florida and Havana, Cuba. Information: Michael Conniff, Latin American and Caribbean Studies, University of South Florida, 4202 E. Fowler Ave., CPR 107, Tampa, FL 33620; (813) 974-3547; email: lacs@iac.usf.edu

Regional Studies for Liberal Arts Learning: An Appalachian Exemplar. June 3 - June 28, 2002 (4 weeks). Ferrum, VA. Information: Denna Austin, English Department, PO Box 2391, Ferrum College, Ferrum, VA 24088-9001; (540) 365-4321; email: daustin@ferrum.edu. (West Virginians can help celebrate the 2002 UN International Year of the Mountain here. Denise Giardina is one of the faculty.)

Societal Transformation and the Legitimation of Power in Early Islamic States: Middle East, South Asia, Southeast Asia, Sub-Saharan Africa. June 24 - August 2, 2002 (6 weeks). University of Chicago. Information: Kenneth Hall, Dept. of History, Ball State University, Muncie, IN 47306; (765) 285-8709; email: khall2@bsu.edu

Empowering Relationships: Ways of Authority in Japanese Culture. June 17 - July 19, 2002 (5 weeks). Honolulu, HI. Information: Sandy Osaki, East-West Center, 1601 East-West Road, Honolulu, HI 96848; (808) 944-7337; email: osakis@eastwestcenter.org

NEH Summer Institutes (cont.)

Hispanic Gendering of the Americas: Beyond Cultural and Geographical Boundaries. June 17 - July 19, 2002 (5 weeks). Tempe, AZ. Information: Patricia Harms, Dept. of History, PO Box 872501, Arizona State University, Tempe, AZ 85287-2501; (480) 965-0636; email: institute2002@asu.edu

Modernity, Early Modernity and Post Modernity in Japan. June 16 - July 20, 2002 (5 weeks). Los Angeles, CA. Information: Athena Perrakis, Dept. of East Asian Languages and Cultures, 226A Taper Hall, University of Southern California, Los Angeles, CA 90089-0357; (213) 740-3707; email: perrakis@usc.edu

Towards an Integrated History of Eurasian Civilization, 1000-1700. July 1 - August 2, 2002 (5 weeks). Cambridge, MA. Information: Marshall Poe, Davis Center for Russian Studies, 1737 Cambridge St., Harvard University, Cambridge, MA 02138; (617) 495-4037; email: mpoe@fas.harvard.edu

Maya Worlds: Cultural Continuities and Change in Guatemala, Chiapas, and Yucatan. June 23 - August 3, 2002 (6 weeks). Antigua, San Cristóbal, Palenque, Mérida. Information: David A. Berry, Executive Director, Community College Humanities Association, c/o Essex County College, 303 University Avenue, Newark, NJ 07102-1798; (973) 877-3577; email: dberry@earthlink.net

Other Summer Programs/Opportunities

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 annual Post-Secondary Curriculum Development Program, which provides grants to faculty at 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, 2002. Contact: Outreach Coordinator, CREES, Suite 4668, 1080 S. University, Ann Arbor MI 48109-1106; (734) 754-0351; email: crees@umich.edu.

Keizai Koho Center 2002 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 2002. K-12 educators -- plus faculty associated with four-year colleges who are 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 15, 2002. For more information: KKC Fellowship Program, National Council for the Social Studies, 8555 Sixteenth St., Silver Spring, MD 20910; email: kkcfellowships@ncss.org; or visit the website at: <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 July 1 - July 19. Both K-12 educators, and college faculty who help train them, are eligible. Trip includes international airfa accommodations, meals, and program fees. Application deadline: February 15, 2002. Applications are online, or contact Yong Jin Choi, Director, Korean Studies Program, The Korea Society, 950 Third Avenue, 8th Floor, New York NY 10022; web: www.koreasociety.org

Berlin-Prague Seminar: June 16-29, 2002

Bradley University sponsors an annual Berlin-Prague faculty development seminar for social scientists, historians, and others interested in Central Europe. The program, from June 16-29, 2002, 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, 2002.

Contact: John A. Williams, Department of History, Bradley University, Peoria, IL 61625; email: johnw@bumail.bradley.edu; web site: www.bradley.edu/academics/las/his/Berlin

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

IREX Travel Grants

Regional Scholar Exchange Program. Grants of up to nine months for US faculty and scholars to conduct independent research in the humanities and social sciences at institutions in the NIS. All proposals must demonstrate relevance to the political, economic, social, legal, educational, historical and philosophical challenges facing the NIS or the US and show how the research will contribute to the advancement of higher education. Application deadline: January 15, 2002.

Short-Term Travel Grants Program. Grants of up to \$3,000 for up to two months of travel to Eastern Europe and the NIS. Supports research projects in the social sciences and humanities. Limited funding is available for travel to Turkey and Iran for cross-regional research in the humanities. Application deadline: February 1, 2002.

For more information contact: IREX, 1616 H Street, NW, 6th Floor, Washington, DC 20006; Phone: (202) 628-8188; Fax: (202) 628-8189; email: irex@irex.org; web: www.irex.org

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, 2001.

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

National Council for Eurasian and East European Research

The National Council for Eurasian and East European Research (NCEEER) invites proposals for its National Research Competition, which provides funds for both collaborative and individual research projects. Research Contracts support collaborative projects involving multiple scholars, including at least one US-based scholar, with a maximum award of \$70,000. Research Grants support research projects conducted by individual US-based scholars, with a maximum award of \$40,000. Contracts will provide funding to scholars via institutional awards, while grants will be awarded directly to the scholar. Application deadline: February 15, 2002. Contact: NCEEER, 910 17th St., NW, Suite 300, Washington DC 20006; (202) 822-6950; Fax: (202) 822-6955; email: nceerdc@aol.com; web site: www.nceer.org

James Bryant Conant Fellowships on German and European Studies

Minda de Gunzburg Center for European Studies awards twelve-month fellowships for in-residence research projects which focus on contemporary German and European topics. The fellowship provides \$40,000 over a twelve-month period (July 2002-June 2003). Health insurance and a \$1,500 research travel fund are available. Eligible applicants are non-tenured persons who are teaching at the university level. Application deadline: January 18, 2002. For information contact: Minda de Gunzburg Center for European Studies, Adolphus Busch Hall, 27 Kirkland St., Cambridge, MA 02138; Phone: (617) 495-4303; email: acollins@fas.harvard.edu; web: www.fas.harvard.edu/~ces/information/conant.html

AAG Grants and Awards

The Association of American Geographers awards small grants (maximum \$1,000) to support research and field work. Grants can be used only for direct expenses of research; salary/overhead costs are not allowed. You must have been an AAG member for at least two years at the time you submit your application. Application deadline: December 31, 2001. For more information contact: Ehsan M. Khater, Association of American Geographers, 1710 16th Street NW, Washington, DC 20009-3198 or visit the web site at: <http://www.aag.org>

Pilgrimage to Auschwitz

by Arline R. Thorn, Professor of English, West Virginia State College

Last summer I attended a conference on "Legacy of the Holocaust" in Kraków, Poland, with help from a FACDIS travel grant. The conference was held at the Jagellonian University, where during the war the Nazis arrested 140 professors, most of whom died in Sachsenhausen concentration camp. I visited historic Wawel, the castle overlooking the Vistula, where Hans Frank, the Nazi Governor General of Poland, had his headquarters. I presented a paper at the conference on the rescue of Jewish children in France. But my main reason for going was to visit Auschwitz. Following are some of my impressions and memories...

On our day to visit Auschwitz, we have no time for breakfast, but walk briskly along the tree-lined Planty to catch our bus. We stop at a cart selling *obwarzanki*, the Kraków equivalent of a bagel, but twisted and fried instead of boiled. It's chewy like a bagel, with salt crystals on the outside, and tastes faintly of gasoline.

I have a mental image of Auschwitz bread as dense, black, and brick-shaped, something like the square pumpernickel you can occasionally find in the U.S., but maybe adulterated with sawdust or straw. Eva Kor, Auschwitz survivor and conference participant, described to us her daily ration as "two inches" of bread, in addition to the coffee substitute and watery soup made of rotten vegetables. She talked about her daily dilemma. The prisoners received their bread at night, instead of at breakfast when it was most needed, to get through the hard physical work of the day. "I always debated with myself whether to eat my bread in the evening or save it until morning. I tried to sleep with it under my head, but during the night it would be eaten by the huge rats that were everywhere in the camp."

Bernard Offen, another Auschwitz survivor and member of our group, described a group of men in their barracks dividing a loaf of bread. They improvised a scale with sticks and string, and ten pairs of eyes watched every slice lest one person got a tiny bit more than his share.

Dr. Michael Thaler, our keynote speaker, a physician and child survivor of the Holocaust, called attention to the Polish restaurant menus which give the weight of each item in grams and milligrams. Wartime ration cards

entitled each individual to so many grams of bread, margarine, potatoes, etc. The ghetto ration was far less than needed to sustain life. In the German documentary film of the Warsaw ghetto (we see clips of it at Auschwitz), several child smugglers have been arrested and the police shake food – carrots, potatoes, turnips – out of the children's clothing. The children will probably be shot or hanged as criminals.

Birkenau, the former extermination camp (also known as Auschwitz II), is a vast expanse, some 435 acres, overgrown with grass. It is divided by barbed wire enclosures, ditches, and watch-towers. A long level ramp and rail line extends down the main axis from the entrance gate to the killing area at the back (where trees camouflage the structures); another road bisects the camp at right angles to the rail line. A row of wooden barracks, originally designed as horse stables but used to house humans, has been reconstructed near the entrance. Brick foundations and chimneys outline where other barracks stood, in regular rows, on what was originally the men's side of the camp. On the opposite side are some of the original brick buildings. Today there are open spaces which in historic photographs were filled with various structures. This camp was built to house up to 100,000 prisoners.

Bernard Offen reminded us that back then, there was no grass, only churned-up mud in the winter, choking dust in the summer. "If there had been grass, we would have eaten it."

Our conference theme was *Children of the Holocaust*. We heard many stories from survivors who were children at the time, such as the story from a pediatrician who escaped as a nine-year old boy from the ghetto of a town in Poland. He told the story of how he and his mother hid from the German soldiers in a barn. As they hid, he watched inhabitants from the ghetto fleeing through a cemetery and being gunned down one after another.

At Auschwitz, tears stung when I stood at a glass case of baby clothes, little jackets and frocks stitched and hemmed by hand, lovingly embroidered, stripped from the little bodies to go into the Auschwitz warehouses called "Canada." Did some Aryan mother back in Germany receive baby clothes as part of the Winter Relief package?

Olga Lengyel wrote of her experience on the selection ramp in *Five Chimneys*. She was directed to one side, her mother to the other side, along with her younger son (her husband was in a different line). The SS official pointed to the older son and said to her, "That one must be more than twelve." "No," she said, (he was not quite twelve), trying to protect him from hard labor as a prisoner, and ignorant of the purpose of this selection. The official shrugged and sent the boy to his grandmother. Only later, with horror and guilt, did she discover that her mother and her sons had been sent to the gas chamber that very day.

Eva Kor pointed to a photo-mural in the exhibit, a line of prisoners that included herself and her twin sister, two little girls in striped prisoner clothes and babushkas, destined to become subjects of Dr. Mengele's medical experiments.

Troops of Polish school children, as many as 250,000 per year, come to Auschwitz with their backpacks and water bottles and notebooks. Like American children, some are interested; some are moved to tears; others are bored. World War II and the Holocaust are now part of the required 8th grade curriculum in Poland.

In the months before the conference, a book was published that created a great deal of soul-searching and controversy in Poland. *Neighbors* by Jan T. Gross tells the story of how in 1941 the Christians in the Polish town of Jedwabne massacred the Jews of that town, over 1,000 of them, without any prompting or assistance by the German occupiers. I did not hear any overt references to the book or its reception, although a few people speculated that publicity about our conference was downplayed because of it.

I take the fact of our conference, the national discussion of Jedwabne, and other observations as clues that the Polish people are coming to terms with the ambiguities of the past.

In 1940 the Germans established a concentration camp (Auschwitz I) in the former Polish army barracks on the outskirts of the town of Oswiecim, 60 km west of Kraków. After some preliminary experiments, a new, improved technology was introduced at Auschwitz as the solution of the Jewish problem, and the insecticide Zyklon B proved to be a more efficient means of killing people than carbon monoxide. A large new facility was built at Birkenau (Auschwitz II), with four gas chamber-crematorium installations, capable of processing

thousands of people each day. Trainloads of human cargo arrived from all over Europe. Also a camp at Monowitz (Auschwitz III) was built to furnish slave-labor for a synthetic rubber plant, and there were 45 satellite camps.

Pilgrimage is perhaps not the right word for a journey to the most profane place on the planet, the *anus mundi*, as it has been called. Yet Bernard Offen, survivor, film maker, and teacher, used the word *pilgrimage* to describe his own life's journey that brought him back to Auschwitz. He had come to the midway point. "What do I do next?" he asked himself. He returned to his "hometown concentration camp" and began to lead tours of young people to the site of Podgórze, the wartime ghetto of Kraków, and the Plaszów concentration camp. Incredibly, he spoke of forgiveness, as did Eva Kor. Other Jewish survivors shook their heads and argued vehemently with them, but these two firmly defended their personal, spiritual reconciliation with the past.

Why did I want to go to Auschwitz? I needed to see for myself the actual place about which I've read so many accounts and described to my students over the last twenty years. That is the conscious rationale, but there is surely some repressed motivation that I conceal in this narrative, where I have chosen not to follow a chronological path.

And what did I find and what did I experience? At first, a sense of unreality, that the rows of brick buildings at the first Auschwitz could seem so innocuous in the May sunshine, that the exhibits were sparsely distributed within rooms that give no sense of having been inhabited by prisoners and their guards and tormentors. There is the gate with its notorious, ungrammatical motto, "Work Makes Free," through which we may pass freely both ways to take a picture; the barbed wire is no longer electrically charged; the crematorium chimney no longer connected to a flue. We visit, we eat in the cafeteria which offers pork chops, pizza, and Coca-Cola. There is the bookstore, there is the hot dog stand, there are the buses which will take us back to Kraków.

Even the most frightening place, the small gas chamber and crematorium at Auschwitz I, later used as a bomb shelter, is just a damp, dark basement room without any distinguishing features, except for an ominous hole in the ceiling. I shiver and think, *This is the end*, and yet, I walk back out into the sunshine.

Even the US Holocaust Memorial Museum, where I visited a year ago, which creates a simulation-effect through the dark lighting, brick walls, narrow passages, crowds, and audio-visual displays, does not begin to reproduce the Holocaust experience. You would have to include the sounds—shrieks, screams, guards shouting, curses, wails, gunshots, dogs barking, sirens, bedlam. The stink of unwashed bodies, excrement, decay, blood, the smoke of burning flesh. The misery of daily life—cold, lice, mud, filth, gnawing hunger and burning thirst. You could not, nor would any visitor want to, experience any degree of reality of Auschwitz. To represent it in a palpable way would be obscene. My reading is sufficient to know that.

Auschwitz, a whole constellation of atrocities and evil, changed forever our conception of the human being.

Memory

A fellow participant and I discuss history on the bus to Auschwitz. My new friend, Tom Wright, is a native of Wisconsin who has lived in Japan for thirty years and is both a teacher of English in a Japanese university and a Buddhist priest. We discuss how the Poles see their own history (as equal victims of the Nazis); how the Japanese, memorializing the victims of Hiroshima, fail to come to terms with their own wartime atrocities and aggression; the millions of victims of Stalin. Thinking of Stalin and Russian history, I quoted one of my own thoughts: "How can a nation live with the consciousness, such a history of bloodshed?" Tom reminded me gently, "But it's our own history, Arline." I couldn't disagree, thinking of slavery, the Trail of Tears, and Hiroshima, all of which have been topics in my own classes. How strong is our resistance when it comes to our own crimes against humanity!

Dr. Thaler, our keynote speaker, spoke of memory. It is not a simple issue, he said. There are documents (which to some historians, are all there is to history), and there is memory. But memory is "fungible" (his word). For example, there are war memorials in Poland as well as the United States which are intended to preserve historical memory. The memorial of an event always constructs the meaning of the event, and the same event may be constructed in many different ways.

The newest memorial plaque at Birkenau reads: "For ever let this place be a cry of despair and a warning to humanity, where the Nazis murdered about one and a half million men, women, and children, mainly Jews from various countries in Europe." The phrase "mainly Jews" was added to the inscription only in recent years.

Dr. Thaler spoke of the two forms of memory, the memory that you tell and the memory you don't tell, i.e., repressed memory. Polish memorials, as well as post-war writing in other countries, repressed the memory of the extermination of Jews. The word *Holocaust*, which only began to be widely used twenty years after, constructs a certain meaning of the event – as do other words, such as *Shoah* and *Final Solution*.

Time

On the Sunday after our Auschwitz visit, Tom Wright made his presentation, a Buddhist perspective on reconciliation and the Holocaust. Buddhism seeks wholeness, he said, which includes connection of the self with all things, connection of the past with the present and the future. Life during Auschwitz and after Auschwitz are inseparable. The survivor can neither forget the past nor erase it. As Charlotte Delbo testifies, "I live beside it." But perpetrator and victim are not totally separate entities – nor are bystanders or we who come afterwards in the knowledge of the past. To study the Holocaust, he said, is to confront the beast as well as the victim within ourselves.

Ashes

Auschwitz-Birkenau is a vast charnel house. Ashes of the dead were dumped into the Vistula, into ponds and swamps, and spread on nearby fields. I cannot even conceive of a heap of ashes representing one and a half million beings. But in a recently renovated exhibit, the building called the Sauna, you can see one of the authentic ash wagons.

Birkenau means birch forest. A young forest has grown up at the back of the camps, with an undergrowth of ferns and Solomon's seal. Near here, if not in this exact place – see as evidence the blurred, skewed photograph with scrubby trees in the background – a crowd of women and girls, stripped naked, were driven and whipped toward the gas chamber. No, of course, the tour guide's facts do not suffice. Maps, restorations, and monuments do not suffice. You need to see with the eyes of history, hear and read the testimony of survivors. Then you simply inhabit, for a silent interval, this place with its ruins and fragments of memory. □A. Thorn

[Note: the above is an edited version of Dr. Thorn's 12-page reminiscence on her trip to Auschwitz. Faculty interested in receiving a copy of the full report can contact Ann Levine: alevine@wvu.edu or Arline Thorn at (304) 766-3073; athorn@mail.wvsc.edu]

INSTRUCTIONAL RESOURCES FOR TEACHERS

Since the calamitous September 11 “attack on America,” faculty and institutions throughout the country have been working to revise courses and add new courses to provide, as Provost Gerald Lang of WVU states, “an increased forum for examination and understanding of issues and events such as those surrounding the attacks of September 11.” At WVU, as elsewhere, many new courses on Islam, terrorism, and the Middle East will be revised or added. Some of the new courses at WVU include: *Women in Islam; Effects of Terrorism on Children; Ecoterrorism: Causes and Impacts; Geography of the Middle East and North Africa;* and *Democracy at War*.

Faculty in a variety of disciplines wish to make their courses more relevant to our changed world. Myriad resources and web pages have sprung up since September 11 to help in this regard. Here are some that we have found helpful:

Poly-Cy: Internet Resources for Political Science

This is a web page created by our own FACDIS member, Bob Duval (Political Science, WVU). Bob has developed a new section of his site, devoted to “World Trade Center/Pentagon Terrorist Attack Information Resources.” Easy access to News/Media Sources as well as government resources, publications on terrorism, and many other teaching resources. There are direct links to articles and readings of interest from publications such as *Foreign Affairs*, a section on resources on both Osama bin Laden and on Afghanistan, a variety of links to maps, research resources, and much, much more. Go to: <http://www.polsci.wvu.edu/polycy/pswtc.html>

Academic Info

This is the name of a website which is an independent directory compiled by Mike Madin in Seattle, WA. His site is “user supported,” and he has an especially extensive page with hundred of links. One useful example goes to the American Association of University Presses (AAUP) site, with “Books for Understanding: A Resource to Help Understand the Events of September 11, 2001.” This site aims to assist readers, journalists, teachers, and scholars by compiling a bibliography of books, by topic, from university and scholarly presses that shed light on some of the issues surrounding the terrible recent events. To find these books, you can visit each press's web site by clicking through from the Directory of Members. Also useful are the “National Security Archive Online Readers on Terrorism, Intelligence and the Next War”—sourcebooks, prepared by the National Security Archive at George Washington University. For example, Volume I: “Terrorism and U.S. Policy” contains documents that staff experts at NSA have selected as the most important available primary sources on U.S. terrorism policy. Other “sourcebooks” focus on Afghanistan, “Biowar,” and Anthrax. There are many more useful links at this site. Go to: <http://www.academicinfo.net/usa911.html>

Carnegie Council on Ethics and International Affairs has an expanded resource page on the ethics of the “new war,” including links to essays and articles by Council staff, related articles from their journal, speech transcripts by Anthony Lake, Paul Kennedy and others. Visit www.carnegiecouncil.org

EU Response to Terrorist Attacks on U.S.. An excellent website with many links on related developments in the European Union can be found at www.eurunion.org

Resources for Teachers on September 11 is an 8-page guide developed by the World Affairs Council of Pittsburgh. Designed for pre-collegiate teachers, there is much useful information for educators at any level. Go to www.worldaffairspittsburgh.org

FACDIS WEBSITE

The FACDIS website is continually “under construction.” Our latest addition is “Links to Other Useful Sites.” While not devoted exclusively to the post-September 11 needs of educators, this page includes comprehensive sites for area and country studies, peace and conflict resources, sustainability resources, environmental studies, social and economic development, geography, and language resource centers. Basically, we have tried to find a dozen or so major web sites with myriad links that we think our members may find helpful. In these sites, there are also many links to media sources, e-journals, governmental agencies, and world embassies. Check us out, too, and send us other good links to add to our site:

<http://www.polsci.wvu.edu/facdis/>

In addition, *please* send us your syllabi via e-mail or on disk, especially for new courses or courses that you are revising for Spring Semester 2002. We want to expand our offerings of *FACDIS Members Syllabi* on the “Syllabi” section of our website. To submit your syllabi, contact Ann Levine: alevine@wvu.edu

New Books of Interest

How Did This Happen? Terrorism and the New War. edited by James F. Hoge, Jr., and Gideon Rose. New York: Public Affairs. 2001. \$14. ISBN: 1-58648-130-4

In the aftermath of the terrorist attacks on September 11, the central question is "How did this happen?" This book seeks to answer this question in all its critical aspects—the motives and actions of the terrorist, the status of the U.S. military, the context of the Middle East, bioterrorism, airport security, diplomatic pressures—and to provide readers with perspective, information, and sound interpretation. The editors of *Foreign Affairs* have brought together noted experts whose insights make the events of that terrible day more understandable, even as we prepare for the conflicts ahead. James Hoge is the editor of *Foreign Affairs*. Gideon Rose is the Managing Editor, and has also served on the staff of the National Security Council and has taught at Princeton and Columbia universities. Some of the contributors to this volume include: Fouad Ajami, Samuel R. Berger, Karen Armstrong, Wesley K. Clark, and Joseph S. Nye. For possible consideration to use as a text in a class, contact the Special Markets Department at the Perseus Books Group, 11 Cambridge Center, Cambridge MA 02142; Phone: (617) 252-5298.

Planning the Unthinkable: How New Powers Will Use Nuclear, Biological and Chemical Weapons. Edited by Peter R. Lavoy, Scott D. Sagan, and James J. Wirtz. Cornell University Press, 2000. ISBN: 0-8014-8704-8

Part of the Cornell Studies in Security Affairs series, this volume provides an analysis of historical motives for acquiring—and possibly using—nuclear, chemical, and biological weapons. The book attempts to provide insight into understanding the risks of current and future proliferation, and warns that today's most pressing security challenge is posed not only by the proliferation of weapons of mass destruction, but also by their use for political, military, and terrorist ends. Peter R. Lavoy is Director for Counterproliferation Policy, Department of Defense. Scott D. Sagan is Associate Professor of Political Science and Co-Director of the Center for International Security and Cooperation at Stanford University. James J. Wirtz is Associate Professor of National Security Affairs at the Naval Postgraduate School. To request exam copy, contact: Cornell University Press, Attn: Pris Glenn, Sage House, 512 East State St., Ithaca, NY 14850. Fax request to: (607) 277-2374. Web: www.cornellpress.cornell.edu

Three Resources for Teaching History

Teaching Pearl Harbor: On Line Resources for Teachers and Students. FREE.

On the occasion of the 60th anniversary of the attack on Pearl Harbor, Osprey Publishing (www.ospreypublishing.com) provides history teachers with a virtual classroom to help students learn about this event. It includes 3-D interactive maps, searchable online encyclopedia, timeline, actual film footage, the Roosevelt address, and other good curriculum resources. Visit: www.essentialpearlharbor.com

Connecting Past and Present: Concepts and Models for Service-Learning in History. Edited by Ira Harkavy and Bill M. Donovan. Published by the American Association for Higher Education (AAHE). \$28.50. ISBN: 1-56377-020-2.

Scholarly essays discuss what service-learning can contribute to the discipline of history, as well as what history can contribute to the epistemology of service-learning. Pedagogical essays describe specific implementation examples across a range of campus types and community settings. Includes sample syllabi and resource lists. Part I includes essays dealing with *Perspectives on History and Service Learning*. Part 2 has case studies in American History, and Part 3 includes case studies in *Latin American and European History*.

To order, send check or credit card payment information to AAHE Publications, PO Box 1932, Merrifield VA 22116-1932. For more information call Publications Desk: (202) 293-6440 x 780. Fax: (202) 293-0073. Web: <http://www.aahe.org>

Knowing, Teaching, and Learning History: National and International Perspectives. Edited by Peter N. Stearns, Peter Seixas, and Sam Wineburg. NYU Press, published in conjunction with the American Historical Association. \$25. 0-8147-8142-X

As issues of history and memory collide, this volume represents an effort by an international group of scholars to understand the future of teaching and learning about the past. It challenges the ways in which historians, teachers, and students think about the teaching of history and explores the connections between the historical discipline, learning theory and classroom practice. Contact: NYU Press: 1-800-996-6987. Web: www.nyupress.nyu.edu

INSTRUCTIONAL RESOURCES (cont.)

PS: Political Science & Politics

Since 1969, *PS* has served as the journal of record for the profession, incorporating scholarly essays with news and features of professional interest. The journal is a “perk” of membership. The December 2001 issue is now available online. Some of the articles, such as the two major lectures at the recent annual meeting in San Francisco, are readily available to any reader. Other parts are available only to members, and need a password to access. This is the case with this issue’s symposia on “Area Studies and the Discipline,” seven articles that reflect on area studies and the major contributions political scientists who study world regions have made to the discipline. Website: www.apsanet.org

The FACDIS office has recently “inherited” the last three issues of this “journal of the profession,” and will share (provide) to interested faculty. Here are the highlights of these recent issues:

December 2000 (Volume XXXIII, No. 4).

In the section, “The Teacher,” there are four pertinent articles in the area of international/comparative politics:

- “It’s a Small World: Incorporating Service Learning into International Relations Courses” - Amy S. Patterson, Elmhurst College
- “Duh, or the Role of IT in Teaching Comparative Politics” - Charles Hauss, George Mason University
- “Active Engagement of the Intro IR Student: A Simulation Approach” - William W. Newmann and Judyth L. Twigg, Virginia Commonwealth University
- “Simulating Issue Networks in Small Classes Using the World Wide Web” - Jim Josefson, Bridgewater College and Kelly Casey, University of Buffalo

June 2001 (Volume XXXIV, No. 2)

This issue includes a “Symposium” on “Women in Comparative Perspective: Japan and the United States.”

- Introduction - Marian Leif Palley
- “Japanese Women and Political Institutions” - Tokuko Ogai
- “Women and Political Institutions in Japan” - Yumiko Mikanagi
- “Political Appointees in the US: Does Gender Make a Difference?” - Julie Dolan
- “Understanding the Policy Impact of Electing Women” - Michele Swers
- “How Women Won or Lost in the Japanese Lower House Election” - Masako Aiuchi

- “The Madonna Boom: The Progress of Japanese Women in Politics in the 1980s” - Misako Iwamoto
- “American Women and Politics in the Media” - Stephanie Greco Larson
- “Women and Political Participation” - M. Margaret Conway
- ““To Do Justly”: The Integration of Women in the American Judiciary” - Barbara Palmer
- “Women’s Leverage on Social Policymaking in Japan” - Mikiko Eto
- “Women’s Policy Leadership in the U.S.” Marian Lief Palley, University of Delaware

September 2001 (Volume XXXIV, Number 3)

Articles of special interest:

- “Global Forces, Foreign Policy, and Asian Pacific Americans” - Paul Y. Watanabe, U-Mass, Boston
Plus five other articles on “Asian Pacific Americans and the New Minority Politics”
- “What I Learned Since I Stopped Worrying and Studies the Movie: A Teaching Guide to Stanley Kubrick’s *Dr. Strangelove*” - Dan Lindley, University of Notre Dame

Opportunity for Students for Scholarship to China

From June 21-July 17, 2002, the University of Pittsburgh will sponsor a summer abroad program introducing students to the culture and language of China: *Contemporary Chinese Politics, Society and Economics*. While the fee for non-Pitt students is \$2,949 plus a \$30 registration fee (includes only tuition and fees, books, housing in dormitories, field trips, and in-country transportation -- airfare, meals and personal expenses are extra), Pitt’s Asian Studies Program is seeking applications from regional college students to apply for generous “Pitt in China” scholarships, available through a grant from the Freeman Foundation. Information states that these grants would cover most of the expenses!

Please encourage your outstanding students to apply. Applications are available on the web at <http://www.pitt.edu/~stdyabrd>. The deadline to apply is February 15, 2002. For more information contact Dr. Diana M. Wood, Assistant Director, Asian Studies Program; (412) 648-7411 or dmwood@ucis.pitt.edu.

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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