



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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**The John A. Maxwell
Scholar-Diplomat Program**
"The U.S. and International Environmental Issues"
Washington, DC; March 17-19, 1999

Ten FACDIS faculty attended the recent **John A. Maxwell Scholar-Diplomat Program** on the topic of *The U.S. and International Environmental Issues*. The ninth in the series of three-day briefings in our nation's capital, this popular and successful FACDIS faculty development program is modeled after the old U.S. State Department Scholar-Diplomat Program, held in the 1970s for faculty from across the country. The program was organized by FACDIS Co-Director, Michael Strada, and co-led by Assistant Director, Ann Levine.

Attending this year's program were Kwame Boateng (Political Science, WV Wesleyan College), Rory Fraser (Forestry, WVU), Hannah Geffert (Political Science, Shepherd College), Mack Gillenwater (Geography, Marshall University), Steve Hollenhorst (Forestry, WVU), Vijay Shah (Business, WVU-Parkersburg), Michael Smith (Political Science, Glenville State), Jessica Vener (Political Science, WVU), Jan Westerik (Geography, Concord College), and Roland Williams (Geography, West Liberty State College).

The 1999 program included an impressive array of speakers from the U.S. Departments of State and Energy, the EPA, UNEP, Worldwatch Institute, the Environmental Defense Fund, the World Resources Institute, Resources for the Future, and the House of Representatives and Senate.

Special luncheons were held at the City Club of Washington, with stimulating luncheon speakers. The program opened on March 17 with a luncheon address from Hilary French, Vice President for Research at the Worldwatch Institute. Her remarks provided a conceptual framework for the examination of our topic. Each participant also received a copy of Worldwatch's *State of the World 1999*.

A fascinating presentation by Karen Florini of the Environmental Defense Fund discussed EDF's Chemical Information Service, "The Chemical Scorecard." What are the chemical hazards in your community? Millions of pounds of chemicals are released into our air and water each year. Some we know are harmful, others are suspect, and many are unknown. EDF created "The Chemical Scorecard" to help identify chemical hazards in order to avoid potential health risks, and press for better safety information from companies. Check out your own zip code at: www.scorecard.org

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SCHOLAR-DIPLOMAT PROGRAM (cont.)

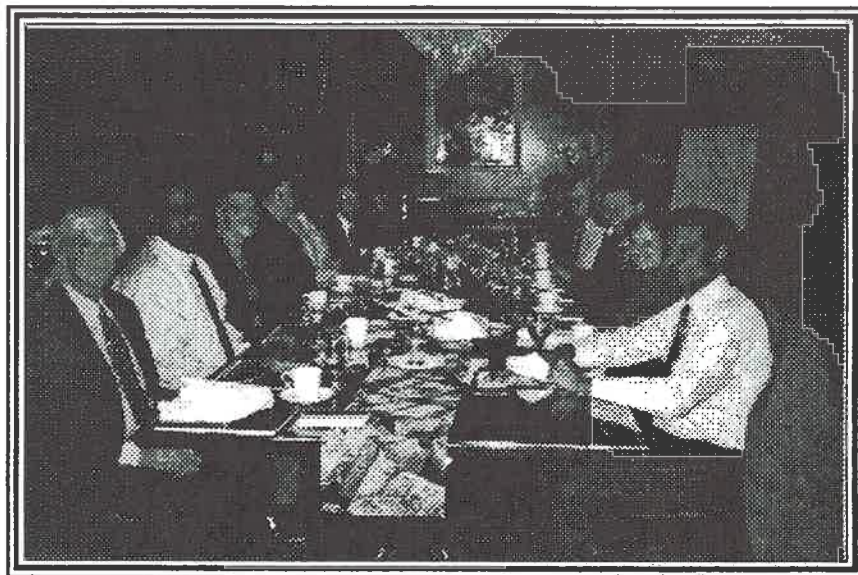
While all of the presentations were extremely informative, several others stand out as especially impressive. Economist, Dr. Paul Portney, President of Resources for the Future (RFF), an independent organization conducting research on environmental and natural resource issues, spoke on "Environmental Economics: Counting the Cost." RFF provides the results of their research to policy makers and academicians and also produces valuable teaching resources, some of which are highlighted in "Instructional Resources" (see page 16).

"Sustainable Energy Strategy: Clean and Secure Energy for a Competitive Economy" was the subject of the presentation by Dr. Allan R. Hoffman, Associate Deputy Assistant Secretary in the Office of Power Technologies at the U.S. Department of Energy. Dr. Hoffman made a convincing case for the need for a transition to renewable energy sources for the future. In addition to valuable hand-outs, he provided each participant with "The Sun's Joules," an educational CD-ROM about renewable energy and the environment. The CD-ROM has over 1,000 screens of text, graphics, videos and exercises. Interested FACDIS faculty may borrow our office copy.

The head of the United Nations Environment Programme's Global Environmental Facility (GEF), Mr. Rohit Khanna, provided the group with a candid explanation of some of the problems involved in implementing the conceptual goals agreed upon at the 1992 Earth Summit. GEF furthers the effort to find common ground, especially in the contentious area of North-South issues.

Faculty who attend this three-day seminar must write a report on how the material they learned in the program will be incorporated into the classes they teach. In addition to the briefings from well-informed presenters at some of the highest levels, faculty receive various books and articles prior to the trip to help them prepare, as well as to provide background for future course development/revision.

Human Rights is the topic planned for the next Scholar-Diplomat Program, scheduled for March 22-24, 2000.



Left Side, from front:
Mack Gillenwater (Marshall U.);
Rory Fraser (WVU); Steve Hollenhorst (WVU), Ann Levine, Kwame Boateng (WV Wesleyan), Mike Smith (Glennville State), Jessica Vener, (WVU).

Right Side, from front:
Vijay Shah (WVU-Parkersburg), Hannah Geffert (Shepherd College); Mike Strada, Rohit Khanna (UNEP speaker), Roland Williams (West Liberty State), Jan Westerik (Concord College)

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FACDIS 1999 SUMMER INSTITUTES FOR TEACHERS

Fitting North America into the Curriculum

FACDIS is sponsoring, for the eleventh summer, Summer Institutes for Teachers on an international topic. Devoted to improving international education in West Virginia, FACDIS furthers its mission by providing professional development opportunities each summer for our state's teachers.

Fitting North America into the Curriculum is the timely topic for the 1999 **International Studies Summer Institutes for Teachers**, and programs will be held at both Marshall University and WVU for two weeks at each site. At Marshall, the dates are July 19-August 1. At WVU, the program will be July 26-August 6.

The Summer Institute will focus on Canada and Mexico, and these countries' relations with the United States. The instructional approach will be a comparative one. During the first week, the class will examine issues of history, regionalism, immigration, and religion. The second week will focus on politics, trade, and the environment.

The lead instructor for the Institutes is Dr. John Super (History, WVU), who will teach the first week of the two-week program. Dr. Jean-Francois Belisle of the University of Ottawa will teach the second week.. Professor Belisle is the author of numerous articles and reports on policy and environmental topics in Canada and Latin America, and has also developed a variety of pedagogical materials. The Institutes will also be staffed by a curriculum specialist, Ted Henson, Fellow of the North Carolina Center for the Advancement of Teaching, who has led numerous teacher workshops and seminars, especially in the area of North American Studies. Mr. Henson will demonstrate teaching strategies and materials for five afternoons at each site.

A high point of the Institute experience will include a weekend trip to Canada. Participants from both the Marshall and WVU groups will meet together in Morgantown on Friday, July 30, for a two-night bus trip to Toronto. The group will be in Toronto during the popular "Carabana Festival" weekend, celebrating the city's Caribbean culture and heritage, and will learn more about and enjoy the multi-ethnic flavor of this Canadian city. In Toronto, the group will be led by Professor Harold Troper of the Ontario Institute for Studies in Education at the University of Toronto.

Thanks to funding from the State Legislature, teachers will receive six hours of graduate credit, free lodging and meals, plus free books and teaching resource materials. In addition participants are eligible to receive a stipend of \$300. Interest in this program has been very heavy, and by the April 15 deadline, twice as many applications have been received than can be accommodated. Twenty-two teachers will be selected to participate at each site.

FACDIS Nineteenth Annual Workshops

"Population and Migration"

November 15-16, 1999 (Monday-Tuesday)

"Population and Migration" will be the focus of the 19th Annual FACDIS Workshops. One of the nations' foremost geographers, Harm J. de Blij, has agreed to deliver the keynote address after the banquet on Monday evening. Dr. de Blij served as Marshall University's Drinko Distinguished Chair in Liberal Arts in 1990, and has continued his association with Marshall. The author of over 30 books, Dr. de Blij is well-known as a television personality as the former Geography Editor on ABC's "Good Morning America." He now serves NBC News as Geography Analyst. He is pleased to be able to continue his connection with West Virginia as our keynote speaker. Invitations to the various workshop presenters are being sent this semester. Please place the dates of November 15-16, 1999, on your calendar. See you in Morgantown next November!

SOUTHERN GROWTH POLICIES BOARD

FACDIS Receives Recognition and Acclaim from SGPB

The Southern Growth Policies Board, founded in 1972 by Southern Governors, is governed and supported by the state governments of fourteen southern states (including West Virginia) plus Puerto Rico. SGPB gathers and analyzes data and makes policy recommendations to promote economic growth in the South.

At the heart of the Board's activities is the Commission on the Future of the South. Since 1974, these Commissions have provided a vehicle for key public and private sector leaders to come together to assess the condition of the region and formulate a set of objectives which will become a policy agenda for the South. The 1998 annual conference on the "Future of the South" brought together Southern leaders, not only to hear from the Commission, but also to identify ways of breaking down interstate barriers and developing a "team approach" to implementing recommendations.

The Southern International Trade Council (SITC) was launched recently by the Board to help focus regional attention on the growing importance of global commerce. The SITC focuses on creating a globally competitive South through partnerships for research, education, sharing of best practices, and development of cooperative strategies among Southern states.

"Clearinghouse on State International Policies" is the newsletter of the Southern Growth Policies Board. With ten issues each year, and a circulation to over 8,000 public, private, and academic leaders throughout the country, this free newsletter is designed to advance understanding about the state and local role in fostering trade, competitiveness, and international linkages. The most recent March 1999 issues (Volume 9, No. 2) has as its lead story, "West Virginia's FACDIS: Bringing International Perspective to Campus."

FACDIS was prominently featured in a two-page "Program Profile." Newsletter editor, Carol Conway, Director of the Southern International Trade Council, said she was extremely impressed by reports on FACDIS, brought home by her husband, Dr. Patrick Conway, who was a consultant for the 1998 FACDIS Eighteenth Annual Workshops on "Interdisciplinary Approaches to Global Trade." Professor Conway teaches Economics at UNC-Chapel Hill, and led workshops sessions on "International Trade & Invest-

ment in the U.S." After learning of FACDIS' many activities and long track record, he said that he thought FACDIS could be a model for other states to emulate. At home, he shared consortium information and materials with his wife, Carol, who surprised the FACDIS office recently with notice that a front-page story on the consortium would be featured in the March issue of the newsletter she edits.

The day the newsletter came out, FACDIS received an e-mail message from Walter R. Johnson III, President of MARKET ORIENTATION in Cary, NC. Mr. Johnson said that the SGPB newsletter "carried a sensational article regarding WV efforts to assist with internationalization in our country. As a businessman with more than 30 years experience in the Far East, I know how desperately this nation needs programs such as yours. We have been thrust upon the stage as a leader but without the knowledge and means to success. Please keep up the good work!"

After detailing the mission, background, and activities of FACDIS, the article concludes, "Business and government leaders are usually fighting a rear-guard action just to bring adults up to speed on the basics of international trade and foreign policy. FACDIS offers one way to ensure that this need not be repeated with the next generation. FACDIS depends on the support of the chancellors from two systems, 20 institutional presidents, and a myriad of other key academic and state policymakers. Its longevity – unusual for a consortium of diverse institutions and disciplines – is perhaps attributable to its widespread popularity and documented impact."

The Southern Growth Policies Board is holding its annual meeting at West Virginia's Charleston Marriott Hotel, June 27-June 29. The conference, *Telecom South: Connecting With the Future* is about fostering economic and social growth based on telecommunications systems. E-commerce, and its impact on globalization, will figure in some of the discussions. For more information see SGPB website at www.southern.org or call 919-941-5145 (also see notice in "Upcoming Meetings" on page 7). To receive the free newsletter, "Clearinghouse on State International Policies," contact Carol Conway at (919) 941-5145 or e-mail cconway@southern.org

NEWS AND NOTES

An Appalachian College Association (ACA) grant funded the creation of a website designed to investigate the use of technology in teaching Spanish speaking cultures. **Wheeling Jesuit University** team members **Christina Czajkoski** and **Jim Ashton**, along with North Carolina colleagues, **Gregory Clemons** of Mars Hill College and **Luis Arevalo** of Warren Wilson College, created the website. The site contains an online lesson plan based in part on the 1994 FACDIS Summer Seminar on Teaching Culture in the Spanish Language Classroom which **Chris Czajkoski** attended. The team invites FACDIS members to review and comment upon methodology, site design, and student outcomes by participating in the Hypernews chat feature. For instructions for providing feedback, click on the "Discussion" icon on the website's main page at <http://www.wju.edu/acaspanish>

Login: **acaspanish** Password: **aca98**

WVU's Division of Theatre and Dance and the **Department of Foreign Language** continue their cultural exchange program with a German theater, the **E.T.A. Hoffman Theater** of Bamberg, Germany. Playwright and artistic director, **Rainer Lewandowski**, visited West Virginia in March to present his televised musical about **Marlene Dietrich**, "Ich, Marlene," and to give a lecture on "Theater and Modernity." The German theater company is also scheduled to bring a musical about 100 years of German history and popular music to Morgantown and Charleston in October. This unique collaboration between West Virginia and the German theater is spearheaded by **Jurgen Schlunk** (Foreign Languages, WVU).

Bethany College will host its annual Foreign Language Day on April 22nd. Tri-state area high school language students and their teachers will participate in this 25th anniversary day of competition and celebration of language learning for students of French, German, and Spanish. About 800 students and teachers from over 20 schools in West Virginia, Ohio, and Pennsylvania are expected to participate in the day-long competitions in creative writing, impromptu speaking, recitations, dramatic and musical presentations and art and culture exhibits. **Pauline Nelson** (Foreign Languages) is Director of the annual event. She reports that again this year, three Bethany Foreign Language Day Awards will be presented to first-place winners in the Recitation (Level C) category of all three languages, a renewable award of \$3,000 per year to attend Bethany.

Pablo Gonzalez (Foreign Languages, WVU) received the annual "Barbara R. Alvis International Community Volunteer Award" given by the WVU International Student Association at the annual International Dinner, held February 14 at WVU.

Summer Study in Mexico will be offered by WVU in **Cuernavaca** during Summer Session II. The four-week program is directed by **Sandra Dixon** (Foreign Languages, WVU). Six hours of credit are available for this intensive language study in a Spanish-speaking environment, which also offers a first-hand experience with the Mexican way of life, including in-home stay with a host family. For more information contact **Sandra Dixon** at (304) 293-5121 (ext. 5522) or e-mail: sdixon@wvu.edu.

WVU Spanish Immersion Camp, CHISPA, designed for West Virginia high school students and 1999 high school graduates, will be held at WV Wesleyan in **Buckhannon** from July 25-30. The camp is sponsored by the WVU Department of Foreign Languages and the WVU Extension Service, and organized by **Richard Fleisher** (Extension Program, WVU). The cost is \$175, and the application deadline is June 4. For application form contact WVU International Extension Program, 616 Knapp Hall, PO Box 6031, Morgantown WV 26506-6031, Attn: CHISPA; 304-293-2694.

Salem-Teikyo University hosted the 1999 WVTESOL Spring Conference on April 17. Teachers of English as a Second Language can also view the WVTESOL Newsletter, which is now available online at <http://members.tripod.com/~WVESL/WVTESOL/>

"**Preempting the Holocaust**" was the title of the March 24 address at WVU by **Dr. Lawrence Langer**, Professor Emeritus of Holocaust literature at Simmons College in Boston. The lecture was presented by the WV Holocaust Education Commission and the WV Humanities Council.

Frank W. Medley (Foreign Languages, WVU) will be the conference chair of the 2000 Northeast Conference on the Teaching of Foreign Languages (NECTFL), April 13-16, 2000. The meeting will change from its usual New York location to the **Shoreham** in Washington DC. The theme of NECTFL 2000 is "*Agents of Change in a Changing Age.*" The convenient location should make it easier for West Virginians to attend!

NEWS AND NOTES (cont.)

WVU Faculty Exchange Opportunities to China

WVU is negotiating a partnership program with East China Normal University (ECNU) in Shanghai, one of the top 100 universities in China. In November, Jerry Starr (Sociology, WVU), with the assistance of the WVU Office of International Programs, hosted a delegation from ECNU that included the Vice President, Director of the Office of the President, and the Director of the International Exchange Division. Professor Starr will pursue a three-year \$120,000 USIA University and College Affiliations grant to underwrite expenses of an exchange with ECNU. There should be opportunities for other West Virginia colleges and universities to benefit from such an exchange, especially on the other WVU-affiliated campuses. Faculty interested in being a part of the USIA proposal are urged to consider how your department could make use of a Chinese colleague(s) to contribute to your teaching and research program. Specialities and length of stay are negotiable. In addition, please consult your colleagues to determine whether there is interest in a teaching and/or research appointment at ECNU. While any projects may qualify, USIA is particularly interested in funding projects that address "rule of law" and "civic education," broadly conceived. Interested faculty should contact Professor Starr at 901 Old Hickory Road, Pittsburgh, PA 15243; jmstarr@aol.com, or in the WVU Department of Sociology/Anthropology at (304) 293-5801.

Donley Studlar (Political Science, West Virginia University) is Executive Director of the **British Politics Group**, a nonpartisan research organization interested in improving the development, communication and dissemination of knowledge about British politics. Recently, an electronic mail list-serv for discussion of British politics has also been developed. Membership includes a quarterly Newsletter, annual bibliography of books on British politics, and opportunities to participate on BPG-sponsored panels at meetings. Membership is \$20 year (U.S.). For more information, interested faculty should visit the BPG website at <http://blues.fdl.uc.edu/www/lists/bpg-l/> or contact Professor Studlar at (304) 293-3811 ext. 5269, Fax: (304) 293-8644, e-mail: studlar@wvu.edu

Opportunity in Guatemala in May

A "Cultural Awareness and Work Tour" to San Lucas Toliman in Guatemala will take place May 16-26, 1999. San Lucas Toliman is a small city with a population of about 20,000 located on the shore of Lake Atitlan in the mountainous highlands of Guatemala, about four hours from Guatemala City. The Roman Catholic mission in San Lucas, established in 1596, will host a group of volunteers and provide all ground transportation, housing and food for the stay.

Sponsored by the Morgantown North Rotary Club and the WVU International Extension Office, the trip is designed to aid the local population of San Lucas Toliman in improving their quality of life and personal dignity. While the group will include some health professionals, there are service opportunities for people with all levels of abilities in other areas. The mission, in turn, will impart historical and cultural information to increase awareness and understanding of the situation of the indigenous peoples of Guatemala.

Housing will be provided near the mission in a small hotel or in private homes equipped for guests. All meals are served in a common dining room at the mission. The total cost for the trip will be \$369.40, round trip from Pittsburgh on Delta Airlines. Group transportation, housing and food will be provided by the mission. Travelers are encouraged to donate at least \$100 to the mission for their stay. Other costs include two or three meals and inexpensive hotel accommodation in Guatemala City on the final night in the country. For additional information contact: Richard Fleisher at (304) 293-2694, email: rfleishe@wvu.edu or Dennis Overman: (304) 293-0611 or doverman@wvu.edu.

IMPROVED FACDIS WEB SITE:

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

To consult the FACDIS Audio-Visual Catalog, the FACDIS Directory of Members, see most of the Brazil modules resulting from the Summer 1998 trip to Brazil, plus find extensive resource information associated with last November's annual workshops theme of "Global Trade," please visit our website. If you have a personal webpage, let us know and we will link it on the FACDIS Directory of members.

UPCOMING MEETINGS OF INTEREST

27th Annual Meeting of Southern Growth Policies Board (SGPB). Charleston WV. June 27-29. Theme: *Telecom South: Connecting with the Future.*

Telecommunications and its corresponding information systems are radically changing every institution in the South, the country, and the world. Those regions that harness this technology will be the economic leaders of tomorrow. This conference will focus the region's attention on this critical tool for economic and social development. Governor Cecil Underwood, the current chairman of the Board, will host this annual "Future of the South" issues conference as part of the Board's 27th Annual Meeting.

The *TelecomSouth* conference will examine policy issues critical to the promotion of telecommunications in our region. The conference is not about technology itself; it is about creating the optimal environment for economic and social growth based on telecommunications systems. Conference activities will focus on assessing the state of the South's telecommunication and teleapplication infrastructure and a discussion of local, state, and regional policies and actions that must occur for not just full participation, but leadership, in the telecommunications-driven future.

Special features of the conference include: speakers from the public and private sectors; "best practices" demonstrations, nominated by governors from throughout the South; comparative analysis of the South's telecommunications infrastructure compared to other regions of the country and the world; a "town meeting" with leaders from the private sector on how to promote telecommunications on the state and local levels; and breakout sessions in the critical areas of electronic commerce, community building, government services, and telecommunications in education.

A highlight of the conference will be the Southern Innovator's Fair, a showcase of regional solutions which will feature exhibits and information from over 60 model state and local telecommunications programs. For more information about the conference, please contact Scott Doron, Program Manager, or Paula Pope, SGPB, PO Box 12293, Research Triangle Park, NC 27709; (919) 941-5145; Fax: (919) 941-5594; e-mail: sgpb@southern.org web: www.southern.org

6th Biennial International Conference of the European Community Studies Association (ECSA). June 3-5. Pittsburgh PA. Contact: ECSA, Univ. of Pittsburgh, 405 Bellefield Hall, Pittsburgh PA 15260; (412) 648-7635; e-mail: ecsa+@pitt.edu

World History Association (WHA) Annual Conference. June 24-27. Victoria, British Columbia, Canada. Theme: "*Colonialism, Its Impact and Legacies.*" Contact: Ralph Croizier, History Department, University of Victoria, PO Box 3045, Victoria BC V8W 3P4, Canada; phone: (250) 721-7404; Fax: (250) 721-8722; email: oldcro@uvvm.uvic.ca

American Association of Teachers of French (AATF). July 11-14. St. Louis, MO. 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; email: abrate@siu.edu; Web: <http://aatf.utsa.edu/>

Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP). July 30-August 3. Denver, CO. For information contact: Lynn A. Sandstet, 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: <http://www.aatsp.org>

American Sociological Association (ASA) Annual Meeting. August 6-10. Chicago, IL. Contact: ASA, 1307 New York Avenue NW, Suite 700, Washington DC 20005; (202) 383-9005; Fax: (202) 638-0882; web: www.asanet.org. Also, **62nd Annual Meeting of Rural Sociological Society**, August 4-8, Chicago. Theme: "*Empowering Communities: Revisiting Democracy and Globalization.*" Also, **49th Annual Conference of Society for the Study of Social Problems (SSSP)**, August 5-7, Chicago. Theme: "*Citizenship in an Era of Globalization: Threats to and Struggles for Legal, Political, Social and Cultural Rights.*"

American Political Science Assn. (APSA) Annual Meeting. September 2-5. Atlanta, GA. Contact: APSA, 1527 New Hampshire Ave. NW, Washington DC 20036; (202) 483-2512; www.apsanet.org

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Workshop on *Changing Societies Today: Process of Globalization* - May 14-15 in Johnstown, PA

The University of Pittsburgh will sponsor a Faculty Development Workshop at the Johnstown campus on *Changing Societies Today: The Process of Globalization*. The program is being hosted by the area studies programs of the University Center for International Studies (UCIS), and will be held in the University's Johnstown Conference Center, seventy miles east of Pittsburgh.

Designed to provide educators with the knowledge to expand their curricula, the workshop will focus on global issues in Latin America, Asia, the former Soviet Union, and Europe. Pitt experts will speak on specific themes related to globalization and provide materials to assist in course development.

The conference will open on Friday evening with a welcome dinner and keynote address. This will be followed by technology demonstrations focusing on document delivery systems, useful website search engines, and other information sources. Saturday sessions include: "Re-examining World Cultures: A Global Perspective;" "The Individual in the Global Economy;" and "Regional Cooperation (EU, ASEAN, NAFTA). A conference resource book will include abstracts of each presentation, annotated bibliographies, and descriptions of UCIS' four area studies programs.

Some of the many Pitt presenters include Reid Andrews (History, Afro-Brazilian Culture); Nancy Condee (Slavics, Contemporary Russian Culture); Joseph Alter (Anthropology, India); Jim Cassing (Economics, NAFTA); Robert S. Walters (Political Science, European Union); and Ronald Linden (East Europe Integration into EU).

Participants can select two nights' lodging and four meals for a conference fee of \$185.00, or Saturday conference only with three meals for \$85.00.

Faculty from two and four year institutions in the tri-state area are encouraged to attend. For further information, see website at <http://www.ucis.pitt.edu> under "Upcoming Events: Global Conference 99," or contact Rosalind Eannarino at (412) 648-7397; Fax: (412) 648-2199; e-mail: alinda+@pitt.edu

1999 PAWSS Summer Faculty Institute on World Security Affairs - Amherst, MA

The 15th annual Five College Program in Peace and World Security Studies (PAWSS) Summer Faculty Institute on World Security Affairs will be held June 14-18, 1999, on the campus of Amherst College in Amherst, MA. The theme of the 1999 program is "*Violent Conflict in the 21st Century: Causes, Dynamics, and Prevention.*"

Approximately 35 faculty will be accepted to participate in the Institute, designed to explore the nature and dynamics of contemporary armed conflicts and their implications for international security. The Institute will also explore the various instruments for the prevention and resolution of these conflicts. The themes examined in detail will be: globalization and the state, globalization and conflict, ethnicity and conflict, the humanitarian consequences of conflict, environmental sources of conflict, the trade in small arms and light weapons and conflict prevention from the perspective of global institutions and actors. In planning the Institute, PAWSS is drawing upon the work of the Carnegie Commission as presented in its major report, *Preventing Deadly Conflict*.

The institute will consist of a series of formal lectures and panels followed by extensive question-and-answer periods. Time will also be allotted for small-group discussions on special topics of interest. A wide range of distinguished analysts have been invited to address the above topics, including Robert Pastor (Carter Center), Stanley Hoffman and Herbert Kelman (Harvard University), Flora Macdonald (Former Foreign Minister of Canada), Andrew Mack (United Nations)

Eligible applicants include people who teach in the fields of international relations, peace and conflict studies, political science, sociology, economics, and related disciplines. There is a registration fee of \$100, which will cover housing, most meals, and general Institute costs. Online registration and schedules at: http://pawss.hampshire.edu/summer_institute.html

For further information contact: Yogesh Chandrani, Asst. Director, PAWSS, Hampshire College, Amherst MA 01002; (413) 582-5367; e-mail: ychandrani@hampshire.edu

FACULTY OPPORTUNITIES (cont.)

Workshop on East Asian Studies at Pitt: June 14

A one-day free workshop for college teachers on "*East Asian Studies: Effectively Integrated into the Undergraduate Curriculum? Assessing our Progress & Sharing Strategies*" will be held on Monday, June 14 from 8:30 am-5:00 pm in Bruce Hall on the campus of the University of Pittsburgh. The keynote speech will be given by Suzanne Wilson Barnett, Professor of History at the University of Puget Sound, and chair of the ASIA Network Board of Directors. A roundtable dealing with such questions as: "How do we currently approach Asian materials within our world history/civilization or global studies courses? How do we amplify course offerings with cultural activities and outside speakers on the campus?" Other presentations will be on technology in the classroom, study abroad opportunities, and teaching with film. To register, contact Diana Wood, Asian Studies Program, 4E05 Forbes Quad, University of Pittsburgh, Pittsburgh PA 15260; (412) 648-7411; email: dmwood@pitt.edu

Summer Research Fellowship in Latin American Studies at the University of Pittsburgh

The Center for Latin American Studies (CLAS) at Pitt will offer their third annual Summer Research Fellowship Program in Latin American Studies. Two fellowships will be offered in the amount of \$1,500 each, and the program is designed to bring fellows to Pitt for one month to provide access to research facilities. Fellows may come for any four-week period through mid-August 1999. Competition is open to faculty from two- and four-year institutions outside of Pittsburgh who do not have access to extensive Latin American library resources. Deadline: **April 30**. Contact: Rosalind Eannarino, Coordinator of Educational Public Service, Center for Latin American Studies, University of Pittsburgh, 4E33 Forbes Quadrangle, Pittsburgh PA 15260; (412) 648-7397; email: alinda+@pitt.edu

19th Annual Berlin-Prague Seminar: June 20-July 3

The 19th Annual Berlin-Prague Seminar organized by Bradley University will be held at the European Academy of Berlin (June 20-26) and Prague University of Economics (June 27-July 3). The seminar is intended to inform college faculty about a wide range of issues facing contemporary Germany and the Czech Republic. Past presentations have focused on politics,

foreign policy, history, economics, societal issues, the media, and art. Participants may choose to attend one or both segments of seminar. Contact: Charles Bukowski, Director, Institute of International Studies, Bradley University, Peoria IL 61625; (309) 677-2450; Fax: (304) 677-3256; email: cjb@bradley.bradley.edu

Multiculturalism in World History: A History Institute for Teachers - May 1-2 in Bryn Mawr, PA

Given the political heat often associated with the multiculturalism debate, the Foreign Policy Research Institute (FPRI) will sponsor a weekend Institute to examine what the term means, how it is used, and how it applies to other historical situations in order to be of use to teachers who want to integrate what is happening to U.S. society today with the lessons and information available from the past. The Institute will examine four great "multicultural" civilizations: Greek and Roman Mediterranean Cultures; China; India; and Classical Islamic Civilization. Major keynote speakers include William McNeill (History, Emeritus, University of Chicago) and Elizabeth Fox-Genovese (Humanities, Emory University). Contact: Alan H. Luxenberg, Director, Wachman Fund, FPRI, 1528 Walnut St., Suite 610, Philadelphia PA 19102; (215) 732-3774, ext 105; Fax: (215) 732-4401; email: fpri@aol.com

20th Annual National Archives Teacher Institute

From **June 23-July 2, 1999**, the National Archives will hold its 20th annual teacher institute in Washington, DC on the topic, "*Primarily Teaching: Original Documents and Classroom Strategies.*" Cost is \$100. For details, contact Education Staff, National Archives, Washington DC 20408; (202) 501-6172/6729; email: education@arch1.nara.gov; web: <http://www.nara.gov/education>

Travel Opportunities in the Arab World

The National Council on US-Arab Relations sponsors a variety of opportunities in the Arab World, including study visits to Syria (June 16-July 3; \$2,500) and Yemen (July 7-23; \$2,400). These reasonably priced visits are subsidized by the National Council. For information or applications, contact Roland Williams, Director of the WV Committee on US-Arab Relations at West Liberty St. College; (304) 336-8252; email: williamr@wlsc.wvnet.edu or the National Council at (202) 293-0801; email: brenda@ncusar.org

FACULTY OPPORTUNITIES (cont.)

CIEE International Faculty Development Seminars

The Council on International Educational Exchange (CIEE) faculty development seminars provide a cost-effective tool for faculty and administrators to assist their institutions in internationalization efforts. These professional development opportunities are intensive (7-12 day) overseas experiences which afford participants the opportunity to explore international issues and exchange views with academic peers in other countries. The format of the seminars features lectures, site visits/study tours, and academic interchange. Each seminar is hosted by a prestigious academic institution abroad and led by an on-site academic Faculty Leader. The average seminar group size is 15 people. As of April 15, CIEE is still accepting a limited number of applications for the eight faculty seminars listed below:

BRAZIL: "The Emerging Giant"

Host Institution: Univ. of Sao Paulo, and Rio de Janeiro. Dates: June 8-16, 1999. Seminar Fee: \$1,995

CHILE: "Economic Reform, Free Trade, and Democratization." Host Institution: FLACSO (Facultad Latinoamericana de Ciencias Sociales), Santiago. Dates: June 20-28. Seminar Fee: \$1,950

GERMANY: "Facing Old and New Challenges"
Host Institutions: Free Univ. of Berlin and Dresden Technical University. Dates: June 13-19, 1999. Seminar Fee: \$1,900

HUNGARY: "Hungary and Central Europe: A Region in Transition." Host Institution: Budapest University of Economic Sciences
Dates: June 13-20, 1999. Seminar Fee: \$1,850

MEXICO: "The Societal, Political, and Economic Impacts of NAFTA." Host Institution: University of Guadalajara. Dates: May 30-June 8, 1999. Fee: \$1,600

SPAIN: "Spain, Past and Present: Camino de Santiago." Host Institutions: Universities of Leon, Rioja, and Santiago. Dates: June 1-12. Fee: \$1,950

TURKEY: "Understanding Islam: Impact on Politics, Economics, and Education." Host Institution: Middle East Technical University, Ankara.
Dates: June 6-17, 1999. Seminar Fee: \$1,875

VIETNAM: "Recovery, Renewal, and Recognition." Host Institution: Vietnam-USA Society, Hanoi and Ho Chi Minh City. Dates: July 10-20, 1999. Seminar Fee: \$1,850

Seminar fees include lectures, site visits, study tours, entrance fees, academic interchange, transportation to

scheduled events, pre-departure and on-site seminar materials; accommodations; breakfast and lunch daily; orientation and farewell receptions; airport transfers; and travel insurance.

In order to enroll in a June or July 1999 faculty seminar, please contact CIEE *immediately* by telephone at 1-888-COUNCIL (toll-free) or 212-822-2747, or by e-mail at IFDS@CIEE.ORG.

You may also refer to the IFDS web site, where an application can be downloaded: www.ciee.org/ifds/

Foreign Language Summer Institutes at MSU

The Center for Language Education and Research (CLEAR) at Michigan State is offering six professional development institutes on the MSU campus. Two focus on teaching methods and materials development and four focus on integrating technology into the foreign language classroom. Stipends are available to selected participants. Programs and dates are:

Teaching of African Languages - May 14-16

Writing in the FL Classroom - June 16-20

CALL Materials Development: Introductory Techniques - June 21-30

The Internet in FL Instruction: July 12-21

CALL Materials Development (Advanced): Aug. 2-6

The Internet in FL Instruction (Advanced): Aug. 9-13

For additional information, contact:

CLEAR, A712 Wells Hall, Michigan St. University, East Lansing MI 48824, (517) 432-2286; email: clear@pilot.msu.edu; web: <http://www.clear.msu.edu>

NCLRC Foreign Language Summer Institutes

Three institutes for foreign language educators will take place during the week of June 21, 1999 at George Washington University in Washington DC. Registration for each two-day program is \$125 (room and board not included). *Teaching Learning Strategies in the Foreign Language Classroom* (June 21-22); *Implementing Portfolio Assessment in the Foreign Language Classroom* (June 23-24); and *Teaching with Technology in the Foreign Language Classroom* (June 25-26).

To receive a registration packet and more information contact: NCLRC, 2600 Virginia Ave., NW, Suite 105, Washington DC 20037; (202) 739-0607; email: nclrc@nicom.com; website: <http://www.cal.org/ncirc>

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

Fulbright Scholar Program for Teaching and Research Abroad through CIES

The Council for International Exchange of Scholars (CIES) has announced the opening of competition for the 2000-2001 Fulbright grants in research and university lecturing abroad. Awards include more than 1,000 grants in research and/or lecturing for periods ranging from 2 months to a full academic year. There are openings in over 120 countries and, in some instances, the opportunity for multi-country research is also available. Fulbright awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply. Each year grantees come from approximately 500 US colleges/universities.

Requirements include US citizenship, PhD or equivalent, and university or college teaching experience. Benefits include round trip travel for grantee and, for most full-year awards, one dependent; maintenance allowance; tuition allowance for school-age children; and book and baggage allowances. **Application deadline of AUGUST 1 exists for research or lecturing grants to ALL world areas.**

Other deadlines are in place for special programs: Fulbright Seminars for International Education and Academic Administrators in Germany (25 awardees), Japan (5 awardees), and Korea (four awardees) (Deadline: November 1), plus a Fulbright German Studies Seminar on "History and Memory: Jewish Past and Present in Germany" which will be held for 3 weeks in June 2000 and also has a deadline of November 1.

For more information and applications contact: Fulbright Senior Scholar Program, Council for International Exchange of Scholars, 3007 Tilden Street, NW, Suite 5M, Box GNEWS, Washington, DC 20008-3009; (202) 686-7877/7866. Web Page (on-line materials): <http://www.cies.org> E-mail for general information: scholars@cies.iee.org or e-mail for application requests only: apprequest@cies.iee.org.

(Late applications are often accepted when vacancies exist. For example, on the website, CIES indicates there are still a few 1999-2000 awards open in El Salvador, Guatemala, and Latvia, especially in the fields of anthropology and law.)

Smith Richardson Foundation Junior Faculty Research Grant Program

The Smith Richardson Foundation's International Affairs Program holds an annual competition to support junior faculty research on foreign policy, international relations, international security, military policy, and diplomatic and military history. The Foundation awards at least three research grants of \$50,000 each to support untenured faculty engaged in the research and writing of a scholarly book on an issue or topic of interest to the policy community. Grants are intended to buy-out up to one year of teaching time and to underwrite research costs, and are paid to the academic institution where applicant works.

Research proposal should not exceed 10 pages, and must describe the problem that the proposed book will examine; explain how project will contribute to an understanding of the problem; give an overview of the literature; list specific research questions that the book will answer; describe the approach and sources of information that the researcher will use; and describe the organization of the book. Applicant must also include a c.v., a detailed budget, a work timetable, and cover letter that summarizes research briefly.

Applicants must have a PhD, preferably in political science, public policy, policy analysis, political economy, or history. **Application Deadline: June 1, 1999.**

For further information contact: Junior Faculty Research Grant Program, Smith Richardson Foundation, 60 Jesup Rd., Westport CT 06880; (203) 222-6222.

Herbert Scoville Peace Fellowship Program

The Herbert Scoville Jr. Peace Fellowship Program invites applications for full-time, four- to six-month fellowships in Washington DC. Awardees will be selected to work with public-interest organizations addressing peace and security issues. **Deadlines: October 15 and March 15 each year.** Contact: Scoville Peace Fellowship Program, 110 Maryland Ave., NE, Suite 409, Washington DC 20002; (202) 543-4100; web <http://www.scoville.org>

FACDIS FACULTY REPORTS

- I. FACDIS Faculty Member: Alina M. Zapalska (Economics, Marshall University)
Meeting: Midwest Business Administration Association (MBAA), Chicago, IL (March 17-19, 1999)

The Midwest Business Administration Association (MBAA) was conceived at the 1964 meeting of the American Economics Association in Chicago. At the first meeting held in Kansas City, MO, about 200 people attended eight separate sessions. Topics included economic development, marketing, quantitative decision making, transportation, and public utilities. The MBAA has become successful beyond its founders' expectations. The MBAA experience is one of the collegiality and fellowship, of renewing friendships and making new ones, and of continuing dialogues about teaching and research projects. It is a warm feeling associated with the annual return "home" to the Palmer House Hilton (since 1978). It is the mixture of attendees from large and small, public and private, two- and four-year, and teaching and non-teaching institutions.

This year twelve formal organizations make up the Midwest Business Administration Association: Marketing Management Association, Midwest Academy of Finance and Insurance, Midwest Academy of International Business, Midwest Academy of Legal Studies in Business, Midwest Accounting Society, Midwest Business Economics (MBEA), Midwest Business and Health Administration, Midwest Society for Human/Industrial Relations, North America Management Society, P/OM/SB/E Division, Society for Case Research, and the Society for the Advancement of Information Systems.

There were a total of 158 sessions with 15 Business/Economics sessions. The topics in Business/Economics were: Issues in Economics Education, International Economics Issues, The Business Classroom in the 21st Century, Issues in Teaching; Macroeconomic Issues: Economic Growth, Money and Depression, Assessment Issues; Case Studies: Entrepreneurship, Health Economics, Company Sales, and Regional Employment, Ethics in Academia, Faculty Development and Ethics Issues, Teaching Issues and Technology in the Classroom, International Issues and Market Studies; and Global Economy: Recent Developments. I presented seven papers. There were five papers on teaching issues, and two papers on economics topics.

The first paper was on "Improving the Quality of Studying/Learning in U.S. and New Zealand Under-

graduate Business Courses." The paper reports results of using the VARK instrument in business courses at Auckland Institute of Technology, Auckland, New Zealand and at Marshall University. The purpose of using the VARK instrument was to indicate students' learning styles to answer the following questions: Do students in business-economics disciplines differ in their learning styles? What are the most common learning styles of our students? Do male and female students differ in learning styles within the discipline? How can we use this information to improve our teaching? The VARK instrument provides both students and educators with a stimulus for reflection and a change in both learning and teaching methods.

The second paper was on problem solving. In particular, the paper develops an approach to teaching problem solving skills and determining how problem solving can be used effectively in a course covering the standard principles of economics. The paper offers a definition of problem solving, discusses the importance of problem solving skills in overall academic success, and offers a multi-step model of a problem solving process involving "Cost Benefit." The paper argues that when the material is presented in the context of students' experiences and interests, the students can easily identify problems, gather information, present it, and use it to set up strategies to solve problems.

The third paper on "Creative Thinking in the New Zealand Undergraduate Business Courses: Implications for Course Design" presents an approach of critical thinking instruction that is appropriate for economics classes. The approach relies upon a conceptualization of critical thinking that incorporates Bloom's Taxonomy and formal stages of critical thinking and reasoning.

The fourth paper titled "The Use of Visual Aids in the Teaching of Introductory Economics" presents ten videos with associated learning materials that can be used for teaching principles of economics. I argue that the use of videos increases the effectiveness of student learning and present evidence from a study conducted at Auckland Institute of Technology and at Marshall University. Using an evaluation of effectiveness of the use of one of these videotapes in the economics class-

FACULTY REPORTS (cont.)

room, I found that the video with specially developed learning materials was an effective learning device. At the end of the paper I present an example of the teaching materials, "Simple Supply and Demand," and an annotated list of the other nine videotapes that were developed to enhance students' learning. In sum, the paper stresses that the teaching of introductory economics can be greatly enlivened and improved through the employment of videotapes. The videotapes comprise an extremely valuable adjunct to class work and, hence, should be used as supplementary material for the purposes of analysis and illustration.

The fifth paper titled "Teaching Elasticity: A Computer Program and Exercise" presented an approach that would allow students to learn the three forms of elasticity (price, cross price, and income) and their application. A computer program was written that calculates elasticity coefficients, and an exercise was developed that students can complete using the program. This paper presents the program and the exercise. This package has been successful with MBA students; students in the introductory economics course should also benefit if the package is used in those courses. My experience from using the program with a set of exercises suggests that the use of technology can enhance students' performance and improve their learning.

II. FACDIS Faculty Member: Art Barbeau (History, West Liberty State College) Annual Meeting of Association of Asian Studies, Boston MA (March 10-14, 1999)

Participating in the pre-conference workshops of the Committee on Teaching Asia (CTA) was a meeting highlight. This year we met at the Boston Children's Museum, where we examined new displays on Asia, learned about the museum's outreach program, and had sessions on various university outreach programs in Asian Studies. Later, I also attended the business meeting of the CTA, where we discussed how AAS could best continue to serve public school teachers.

I also attended the business meeting of the editorial staff of *Education about Asia*. This journal has now become an official publication of the AAS, focusing on teaching Asia from K-16. With grants and growing circulation, we have expanded from two issues per year to three. Present plans call for one issue each year to be thematic. I also met with the staff of the Asia Educational Media Service (AEMS), located at Indiana University, which, through their newsletter and web site, offers

I also presented a paper on "Competition in Eastern Europe: Survey Results from Hungary and Poland" authored with Georgine Fogel, Salem-Teikyo University and Dallas Brozik, Marshall University. This paper offers a study of the development of the commercial banking system in two East European countries. Based on surveys conducted in Hungary and Poland, the authors discuss elements of the competitive market structure in the banking sector. The picture that emerges from this survey is one of two banking systems with similarities and differences. The financial system of Hungary and Poland appear to have professional managers who focus on the long-term survival of the industry. Both countries' evidence financial services that are developing but have yet to reach fully competitive levels.

I truly recommend attending this conference next year. It will be held in the Palmer House Hilton, Chicago, Illinois in March 1-3, 2000. Visit MBEA webpage at <http://www.marshall.edu/mbea>. If you are interested in presenting a paper, feel free to submit your paper presentation proposal to: Dr. Alina Zapalska, President MBEA, Division of Finance and Economics, Marshall University, Huntington, WV 25755; (304) 696-3234; email: zapalska@marshall.edu. I look forward to seeing you at the 2000 MBEA meeting in Chicago!

reviews of films and videos on Asia. Our purpose was to coordinate efforts between them and *Education about Asia*, where I serve as a film/video reviewer.

In addition to a meeting with the Associate Director of the Harvard-Yenching Library to discuss the availability of some of their holdings, and a talk with the director of Asian programming for Voice of America, I attended several interesting sessions. There were two excellent sessions on new trends in China's Xinjiang province. Five years ago, such sessions were rare and would hardly attract an audience double the size of the panel. Now, such sessions attract over a hundred interested scholars. There were also excellent sessions on new research materials that are becoming available as China continues to open, on anthropological materials from China, and on Islamic identities in South Asia. I can provide more information to interested colleagues upon request. [Contact Art Barbeau: (304) 36-8259.]

The Neglected Art of Syllabus Making
or
Rodney Dangerfield Gets More Respect than Academic Syllabi

Michael Strada, Co-Director, FACDIS

FACDIS founder Sophia Peterson had a sixth sense for uncovering projects to improve the quality of international studies. All of her curricular projects featured a commitment to sophisticated course syllabi, and scores of undernourished two-pagers were transformed into far healthier documents. Just as the last thing a fish would notice is water, academics tend to ignore the value of a rigorous syllabus—I know I did until Sophie taught me what a robust one looks like. She commented often about the exemplary syllabi used by her Wellesley professors in the early days of the postwar era.

The course syllabus, it seems to me, is an under-utilized resource; students, professors, and administrators would benefit from making the syllabus a more integral part of the curriculum. It should consist of more than a sterile course outline. A meaty syllabus can work in various ways: as a window revealing the philosophical disposition of the instructor; as a cognitive map showing why the intellectual terrain covered is both interesting and important; and, as a solemn contract binding the parties together. This contractual status requires that changes to it occur only by mutual consent. Too seldom do administrators use the syllabus as a tool in evaluating faculty performance. No department head would consider evaluating an untenured instructor without a class visit, and rightly so. But sometimes a sole visit becomes the pivotal factor in evaluating an instructor, even though it does not logically follow that one particular class meeting is representative of the other 44 sessions. Administrators ought to identify model syllabi and encourage faculty to develop dense, thoughtful documents. An elegant one can operate as a nexus linking a class visit to the instructor's course goals and objectives, readings, exams, and preferred pedagogical techniques (which often differ from those of the evaluator). By discussing atypical techniques—such as small group inquiry activities, simulations, or peer grading—the instructor can use the syllabus to explain *why* these methods make sense for this course.

When I taught for the Semester at Sea Program professors had to submit detailed and defensible syllabi, since this unique program is routinely challenged to justify the academic rigor of a floating college visiting a dozen countries in four months. All syllabi required the ap-

proval of the host department at the University of Pittsburgh before courses were accepted into the program.

Indicative of the low status generally accorded to the syllabus in academe, no substantial body of literature exists on the subject: more ink has likely been devoted to the snail darter. The few pieces I could locate are somewhat dated and based on snippets of research. However, some caveats and general principles can be gleaned. A study at the University of Maryland found a series of key questions missing from course syllabi, such as: Why should a student want to take this course? Why do the parts of the course come in this particular order? Will it consist mostly of lecture, discussion, or group work? What skills or knowledge will the tests test? Why have these specific books been chosen?

Author Sharon Rubin says the worst syllabi fell into two groups: the “listers”—those who tell what is to be read without a hint of the principles behind the selection; and, the “scolders”—those who sound more like lawyers than professors by detailing the consequences of any possible misbehavior. Rubin concludes that inadequate syllabi symbolize a deterioration of communication between teachers and students. Elsewhere, Howard Altman and William Cashin sing a similar tune in noting that the “primary purpose of a syllabus is to *communicate* to one's students what the course is about, why it is taught, where it is going, and what will be required of them to complete the course successfully.”

This requires instructors to *plan* their courses carefully. Altman and Cashin identify eleven segments needed for a comprehensive syllabus: (1) Course Information: title, number, credits, prerequisites, location, meeting time; (2) Instructor Information: name, title, office number, hours, phone, e-mail; (3) Readings: textbook author, publisher, cost, including why it was chosen and how extensively it will be used; supplementary readings, and if required or only recommended; (4) Course Goals (more general) and Objectives (more specific); (5) Course Description: content of the course and how it fits into the broader curriculum; (6) Instructional Methods: the relative weight of respective pedagogical techniques (e.g., lecture, case study, small group discussion, values clarification, games, journal writing) should be explicated; (cont.)

(7) Course Calendar: a schedule (daily or weekly) of time structuring identifying substance as well as dates for all assignments; (8) Course Policies: specific rules of the game concerning issues like attendance, tardiness, class participation, make-up exams, and plagiarism; (9) Grading: how students will be evaluated, what factors will be included, their relative value, and how they will be tabulated into grades all resonate in the student psyche; (10) Checklist: listing of all course assignments at the end of document helps students keep track of what must be done and when; (11) Support Services: in what ways can the library, learning center, computer center tutoring service, advising center help students to succeed in this course? Finally, Marie Birdsall cites research suggesting that the of the "fear of the unknown" produces anxious students on the first day of class, but she argues that a good syllabus can reduce student anxiety.

One organization that recognizes how excellent syllabi improve the curriculum is the Fund for the Improvement of Post-Secondary Education (FIPSE). From 1990-92 FIPSE funded a model syllabus program with the American Political Science Association (APSA), resulting in eleven monographs of 100-plus pages covering the discipline's key courses. Exemplary syllabi are solicited, veteran scholars select a few of the best ones, the editor writes a synthesis citing common themes among the elite syllabi, and the top syllabi are described and analyzed. The collection of syllabi for International Relations, edited by Linda Brady, notes that those selected all present alternative theoretical perspectives, make theories concrete by using history or case studies, keep students informed about contemporary affairs, and treat the course as a vehicle to develop research or writing skills. All of these APSA model syllabi collections can be ordered via web at: www.apsanet.org/teaching/syllabi/APSA/. Another useful window on the world of cyber-syllabi is Robert Duval's (Political Science, WVU) website, POLY-CY: www.polsci.wvu.edu/polycy/psteach.html#syllabi. Course syllabi covering the humanities and social sciences in general can be visited at H-Net: <http://h-net2.msu.edu/~aseh/syllabi/>. College and university syllabi from around the world are seen at: www.ecnet.net/users/bigOama/syllabi/syllabi.html. The American Sociological Association's web-site also includes syllabi: www.asanet.org/pubs/tchgres.htm. Operating under the name of World Lecture Hall, a site based at the University of Texas-Austin, includes syllabi covering all disciplines: www.vcu.edu/mdcweb/english/

A few syllabi caught my eye in a random look around the Internet. The one for U.S. Diplomatic History taught by

Ernest Bolt at the University of Richmond is clear, well-organized, includes detailed assignments, encourages students to schedule conferences with him, and introduces each topic with pithy questions like: Why was Billy Joel interested in this subject? Did Truman overreact in the Truman Doctrine speech? Would Kennedy have pulled out of Vietnam had he lived longer? [See web at <http://www.richmond.edu/~ebolt/syll327.html>]. A rigorous, creative, interdisciplinary undergraduate seminar is traced in Alix Cooper's Harvard syllabus for "Nature in Early Modern Europe and America." It begins by asking this intriguing question: What connection exists between the ways people have thought about nature and the way they have actually behaved towards it? A marvelous reading list is given for each class period; activities for the last class are chosen by the students: <http://h-net2.msu.edu/~aseh/syllabi/cooper.htm>

While I have heard about courses taught completely online, I had no idea how one would be organized, until I read the syllabus for Charles Keyes' basic philosophy course at Duquesne University. I was impressed by the inductive method allowing students to formulate their own answers to philosophical questions. Handwritten notebooks (content) and journals (reactions) are submitted electronically along with a term paper. Students have a chat line to communicate with each other, and technical computer assistance from trained course monitors. [www.duq.edu/~keyes/bpq/syllabus.html] Veterans of the 1998 FACDIS Workshops will remember that Gerald Larson (Indiana University) was regarded by many as a master teacher. A perusal of his website reveals that he begins each syllabus with a few quotations worth pondering; traditional analytical term-papers are supplemented by interesting exercises that he calls creative essays. The final syllabus I selected because it illustrates something that our two state governing boards are now nudging us to introduce: capstone courses intended to tie together academic majors. A capstone sociology course at Duke University taught by Ken Spenner explains the capstone concept, employs a case study project, places students in teams for another project, and uses current events as a way to relate concepts learned in courses to real world occurrences. [See web at: http://www.soc.duke.edu/courses/soc190_syl_f96.html]

Possibly the weakest reason to enrich and enliven a course road map is one heard frequently today: to protect your derriere in a litigious age. Colleagues motivated thus may be acting less nobly than those inspired by more constructive aspirations. However, even the self-defense impetus can energize the chain of pedagogy

Syllabus Making (cont).

Citations

running from the curriculum to the student to the instructor to the administrator. In a study of Carnegie Professors of the Year, John Lough found that the syllabi designed by these exemplary teachers shared a sense of "detailed precision." Unfortunately, I have heard faculty remark that a ten-page syllabus qualifies as an exercise in futility. Why? Because it is supposedly too long for students to read. But I disagree, mainly because we routinely assign students 700 or 800 pages to read during a semester. Students, like the rest of our species, will do what is in their best interests. And they ought to be savvy enough to recognize these ten pages as the most important ten pages of the entire course. This is especially true in the social sciences and humanities, where academic freedom breeds diversity in course content. The substance of a course becomes defined as whatever the professor says it is. I give a quiz on the syllabus the second day of class in my introductory social science course to get students' attention. I have no reason to call it a model syllabus, but I have tried to improve mine, and I would be glad to send a copy to anyone interested in seeing it.

•MJS

[Ed. Note: E-mail: stradamj@wlsvox.wvnet.edu or call FACDIS office at (304) 293-7140].

Howard Altman and William Cashin, "Writing a Syllabus," (Center for Faculty Evaluation and Development, Kansas State University, September 1992).

Marie Birdsall, "Writing, Designing, and Using a Course Syllabus," (Office for Effective Teaching, Northeastern University, 1989).

Linda Brady, ed., *Political Science Course Syllabi Collection: International Relations* (APSA, 1991).

Robert Diamond, "Developing a Learning-Centered Syllabus," in his *Designing and Assessing Courses and Curricula: A Practical Guide* (Jossey-Bass, 1998).

Judith Grunnert, *The Course Syllabus: A Learning-Centered Approach* (Anker, 1997).

John Lough, "Carnegie Professors of the Year: Models for Teaching Success," in J.K. Ross, ed. *Inspiring Teaching: Carnegie Professors Speak* (Anker, 1996).

Sharon Rubin, "Professors, Students, and the Syllabus," *Chronicle of Higher Education* (7 August 1985), 56.



INSTRUCTIONAL RESOURCES FOR TEACHERS

Resources for the Future (RFF)

RFF is a nonprofit, nonpartisan think tank located in Washington, DC that conducts independent research – rooted primarily in economics and other social sciences – on environmental and natural resource issues.

Founded in 1952, RFF has more than 40 researchers working on a variety of issues, ranging from climate change to electric utility restructuring to sustainable forestry. RFF prides itself on its reputation for doing high-quality independent research and policy analysis.

In addition to research studies, RFF publishes useful classroom resources. Their valuable quarterly newsletter, *Resources*, is designed to share with the public relatively succinct versions of the more salient findings of the research staff. This 20-page publication is distributed free to interested individuals. Write or e-mail *Resources* at RFF, 1616 P St., NW, Washington DC 20036; (202) 328-5000; email: info@rff.org; web: <http://www.rff.org>

The RFF Reader in Environmental and Resource Management, edited by Wallace E. Oates, an economist from the University of Maryland, has recently been released by RFF (January 1999). With an eye to the needs of teachers and students, Oates has assembled many of RFF's most influential articles. The resulting volume is a useful reader to accompany courses on environmental studies, environmental policy and economics, and natural resources. The contents include essays on such key policy issues as Superfund and global climate change. Also include analyses of the tools of the trade – not only regulation and benefit-cost analysis, but also less familiar concepts like risk analysis, and the role of science in setting environmental policy. There are essays on resource management, biodiversity, environmental justice, and sustainable development. 320 pp. \$22.95 plus \$4.00 shipping. Send check payable to Resources for the Future to: RFF Customer Services, PO Box 4852, Hampden Station, Baltimore MD 21211-2190; or order by phone with credit card: (410) 516-6955.

INSTRUCTIONAL RESOURCES (cont.)

Worldwatch Institute Publications

State of the World 1999 takes a “fresh look” at the trends that have put the global economy on a collision course with the earth’s ecosystems, according to Lester Brown, the President of the Worldwatch Institute. In this special Millennial edition of the annual report, the Institute provides readers with a “roadmap to a sustainable economy for the 21st century.” The Worldwatch research staff makes a special effort to grasp the unique nature of the passing century – the tremendous growth in human numbers and living standards – and to look ahead at how to improve living standards while bringing our economy back into balance with nature. \$13.95.

Faculty who attended the recent Scholar-Diplomat Program each received copies of this volume. A good interdisciplinary resource, the report can be used in such diverse courses as biology, economics, environmental science, geography, political science, etc.

Worldwatch Papers are issued five times a year to help academics and desicionmakers stay current on emerging issues that affect society, the economy, and the environment. First-time subscribers to the “State of the World Library” can receive all five papers for the year plus the annual report for \$25, plus a free copy of *Life Out of Bounds: Bioinvasion in a Borderless World*. by Worldwatch Researcher Chris Bright. To order, call toll-free: (800) 555-2028; e-mail: wwpub@worldwatch.org; or for more information visit web site at: www.worldwatch.org

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The Natural Wealth of Nations: Harnessing the Market for the Environment by David Malin Roodman, (W.W. Norton, 1998) is the ninth in the Worldwatch Environmental Alert Series. This book makes the case for shifting taxes, from human effort to environmentally destructive activities. The author draws on a spectrum of global cases to show that misplaced subsidies have created market conditions inducing environmental damage. He then goes on the suggest new directions which would “generate prosperity that is both widely shared among people and ecologically sustainable.” But, he recognizes there are practical limits to his proposals and is optimistic that current fiscal policies have created “a society that no-one wants.” These, he hopes, will be replaced by eco-industrial policies based on good elements of the current market system. This book provides excellent reading for a cross-section of readers: it is easy

to read, the concepts are well articulated, the arguments are strident but coherent, and the references provide compelling evidence in support of these arguments. As a text, this book can be used at any level of a university curriculum. Each chapter of this book could be a lead-in to a heady discussion on the environment, economics and natural resources policy. (304 pages, \$13.00)

Review by Rory Fraser, Division of Forestry, WVU.

Carnegie Council Publications

The second edition of *Ethics & International Affairs: A Reader*, edited by Joel Rosenthal, President of the Carnegie Council on Ethics and International Affairs, has recently been issued by Georgetown University Press. Exploring the connection between moral traditions and decision making during and after the Cold War, this edition has been expanded from 17 to 22 essays, of which eleven are new. It includes chapters on Asian values and human rights; moral judgment and Cold War history; humanitarian intervention and the politics of rescue; the psychology of genocide; truth, reconciliation, and conflict resolution; and international business ethics. \$23.95.

The East Asian Challenge for Human Rights, edited by Joanne R. Bauer and Daniel A. Bell, and co-published with Cambridge University Press, is the culmination of the Carnegie Council’s three year Human Rights Initiative. The volume explores how the diverse experiences of the peoples of East Asia can contribute to the evolution of human rights principles, and that headway is being made in the areas of group rights and economic, social and cultural (ethnic minority) rights. The roster of distinguished contributors includes Jack Donnelly (keynote speaker at the FACDIS 15th Anniversary Conference on “Human Rights”), Nobel prize winner Amartya Sen, renowned philosopher Charles Taylor, Joseph Chan, Yash Ghai, and others. \$21.95.

Now in its second decade of annual publication, the journal of the Carnegie Council, *Ethics & International Affairs* is available for \$15 per copy (includes shipping). The upcoming 1999 edition has articles by Margaret Popkin, *Amnesty in Comparative Perspective: Can the Past be Buried?*; Joy Gordon, *The Ethics of Economic Sanctions*, and Thomas G. Weiss, *Principles, Politics, and Humanitarian Action*, among others

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