



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
Volume XXI, No. 1

September 2000

TWENTIETH ANNIVERSARY FACDIS WORKSHOPS

"Is Sustainable Development Feasible?"

November 9-11, 2000 (Thursday-Saturday)

Lakeview Scanticon Resort and Conference Center, Morgantown, WV

REGISTRATION DEADLINE: OCTOBER 8, 2000

Recently, FACDIS faculty received a packet of "new academic year information" which, in addition to travel grant applications and a list of new a-v resources, included preliminary information on our annual November workshops. This year we celebrate FACDIS's twentieth anniversary with an expanded three-day event. Prominent academics in the field of environmental studies and economic development will lead four separate teaching workshops, two keynote speakers will present views on different aspects of the issue, and mini-teaching workshops on Saturday will round out our anniversary celebration. We expect a large turn-out for this topic. Also, returning to the end-of-the-week schedule should allow more faculty to get away from their classes and to attend. We hope that instructors will arrange their class schedules *now* so that Lakeview in Morgantown is firmly on their calendars for November 9-11. Pre-registration forms and preliminary programs will be mailed to faculty by September 22.

After the Institutional Representatives approved the theme for the anniversary event, most of the planning was done by FACDIS Co-Director, Mike Strada. *Agenda 21*, adopted in 1992 at the UN Conference on Environment and Development (UNCED) in Rio de Janeiro, put forth the theory that sustainable development is both desirable and feasible. The FACDIS *Workshops 2000* will subject this value-laden goal to systematic scrutiny by organizing its treatment into four tracks, examining the relative contributions to sustainable development made by four pivotal global actors: the more developed countries (MDCs), the less developed countries (LDCs), non-governmental organizations (NGOs), and multinational corporations (MNCs).

FACDIS has invited respected scholars who will lead the four concurrent workshop sessions: Dennis Pirages, Professor of Government at the University of Maryland, will examine the MDCs, Valentine James, Associate Professor of Public Policy and Director of the PhD Program in Public Policy at Southern University, will lead sessions on LDCs, Margaret Keck, Professor of Political Science at Johns Hopkins University, will look at the role of non-governmental organizations; and Cark Frankel, U.S. editor of *Tomorrow* magazine, will examine the role of multinational corporations.

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Our event will commence at 3:30 PM on Thursday afternoon with an opening plenary session, *Tensions Inherent in Sustainable Development*, a panel presentation with speakers from the four concurrent tracks. The keynote banquet speaker will be Mary Evelyn Tucker, Professor of Religion at Bucknell University, who will speak on "Religion and Ecology: New Contributions to Sustainable Development." Dr. Tucker has co-directed, with her husband, John Grim, a series of ten conferences on *World Religions and Ecology* at the Harvard University Center for the Study of World Religions from 1996-1998, and they are editors for the volumes which are being published from these conferences.

Friday sessions will be devoted to the workshops sessions led by the four experts, and faculty will pre-register for one of the four simultaneous "tracks." The Friday night banquet keynote address will be delivered by noted economist, Paul R. Portney, President of Resources for the Future, a nonpartisan organization in Washington, DC conducting independent research on environmental and natural resource issues. The author or co-author of ten books dealing with economics and environmental issues, Dr. Portney was one of the most stimulating and thought-provoking speakers at the Spring, 1999 FACDIS-sponsored Scholar Diplomat Program on Environmental Issues.

On Saturday morning a closing plenary session with our four invited experts will focus on "*Pedagogy: Critical Thinking, Sustainable Development, and the Classroom.*" The workshops will conclude after three mini-workshops on Saturday morning from which faculty may choose: *Using Simulations: Global Problems Summit* (led by Jeffrey Lantis, College of Wooster), *Using the "Choices Approach to Teaching About the Environment* (led by Michael Snarr, Wilmington College), and *Model Syllabi as Catalysts for Teaching Global Issues* (led by Michael Strada).

The Workshops will conclude at noon on Saturday. As in the past, FACDIS will pay for lodging and meals for all registrants. Be on the alert for your Registration Packet with full details, including session abstracts, to arrive before the end of September, with a deadline for return of **October 8**.

DEADLINE FOR RETURN OF APPLICATIONS FOR FACDIS TRAVEL SUPPORT

FACDIS faculty have received application forms for travel support to attend professional meetings. The deadline for our *receipt* of these applications is **NOVEMBER 1**. Faculty may apply to attend meetings taking place prior to June 30, 2001. The FACDIS Steering Committee will meet during the Annual Workshops to make decisions on support. FACDIS has a travel budget of only \$2,000, and partial rather than full support is usually awarded to allow more faculty to benefit. The applicant must be teaching undergraduate courses in international studies/foreign languages, and should specify in the application how competence in teaching field will be affected by attendance. Please see the **Calendar of Meetings** (pp. 5-9) to assist you in completing your application.

FACDIS AUDIO-VISUAL LOAN PROGRAM

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

FACDIS Office:

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Sharon Nestor, Secretary, Dept. of Political Science, WVU (304-293-7140); e-mail: snestor@wvu.edu

Office Fax: 304-293-8644; Web address: <http://www.polsci.wvu.edu/facdis>

FACDIS 2000 SUMMER INSTITUTE FOR TEACHERS: MEXICO

During the last two summers the FACDIS Summer Institute for Teachers offered programs on North America that emphasized patterns of divergence and convergence in the experiences of Canada, Mexico, and the United States. Previous institutes relied primarily on the techniques of lectures, discussions, and audio-visual materials for both the content and pedagogy sessions. Last year an addition to the program was a trip to Toronto. This year the program was developed around a study-tour of Mexico.

Twenty-two teachers (mainly social studies and foreign language teachers) came together from many parts of West Virginia to study and travel in Mexico. For two weeks in late June and early July they participated in field trips, lectures, concerts, and demonstrations that were all tied to Mexican history, culture, and current issues and problems. The presidential election campaign made it an especially exciting-- and with the election of Vicente Fox-- a very significant time to be in Mexico. The program was hosted by Cemanahuac, a cultural and language center in Cuernavaca, a large city of over 1.5 million inhabitants that is still able to retain much of a small town feel. Its location about about sixty miles south of Mexico City was ideal for many field trips.

Highlights of the program included a visit to the Museo Nacional de Antropología e Historia, one of the leading archaeological and ethnographic museums in the world. The museum visit emphasized early Meso-american cultures, and offered an ideal introduction to a trip to Teotihuacán and an exploration of the Pyramids of the Sun and Moon.

Group photo at Plaza of Three Cultures in Mexico City

Front row (left to right):
Jan Bagby, Marsha Smith, Paulette Metcalf,
Betty Nicodemus, Peggy Glaser, Crystal Baranowski,
Joe Super, Wanda Ross, Jean Maynard
Back Row (l-r):
Doug Riley, Krystal Giles, Charles Goff (tour guide),
Betty Szymialis, Linda Super, Gayla May,
Jennifer Carriger, Judy Miller, Jim Williams,
Terry White, Stella Vartheyanyos, Martha Loudon
Emil Liddell, Nancy Lavender. Photo by Ann Levine

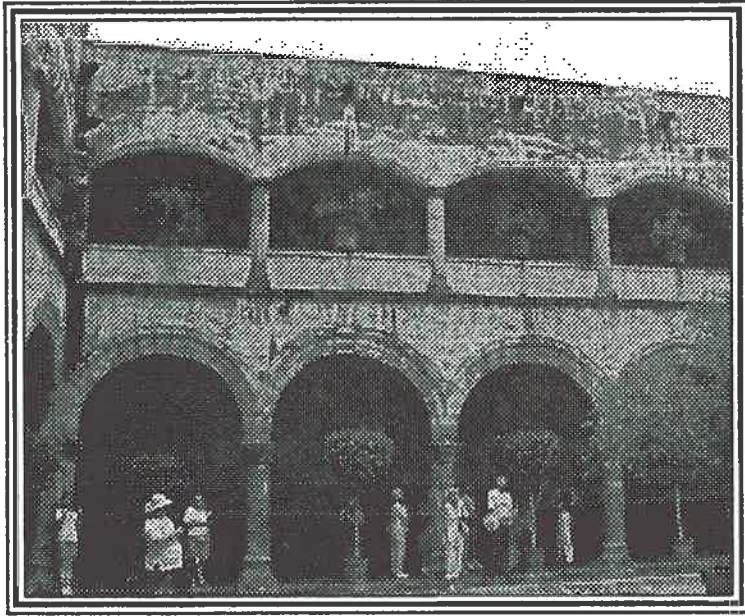
The group also had the opportunity to visit other archaeological, historical, and cultural sites around Mexico City. On day-trips to Mexico City, the group visited the Plaza de Tres Culturas, the Dolores Olmedo Museum, the houses of artists Diego Rivera and Frida Kahlo, the National Autonomous University, and the Zócalo, or central plaza of Mexico City.

In addition to Mexico City, the teachers made trips to Tepoztlán, where they had the chance to witness a ritual ceremony performed by a local curandera (female healer), and learn about community organization and issues in rural Mexico. On another trip, the group went to Taxco, perhaps Mexico's most famous silver mining community. Other excursions included visits to a maquiladora, community development centers, and public as well as private schools.

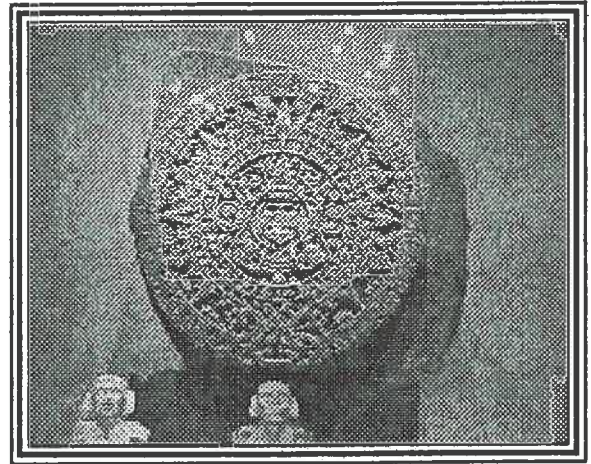
At Cemanahuac specialists lectured on religion, politics, literature, art, social structure, business, and Mexican immigration to the United States. Performances of pre-Columbian and folk music, demonstrations of Mexican cooking, and visits to many of the cultural landmarks in Cuernavaca complemented the lectures and discussions. The city of Cuernavaca itself, with its markets, museums, restaurants, and neighborhoods offers many different perspectives on Mexican history and culture.

The above listing of the activities of the trip does little to convey the knowledge gained and imparted, the meaning of the experiences for professional development, and the plans for future trips and study. Very simply, all agree that the trip accomplished its objectives and more.





Right: Franciscan Monastery behind Cuernavaca Cathedral



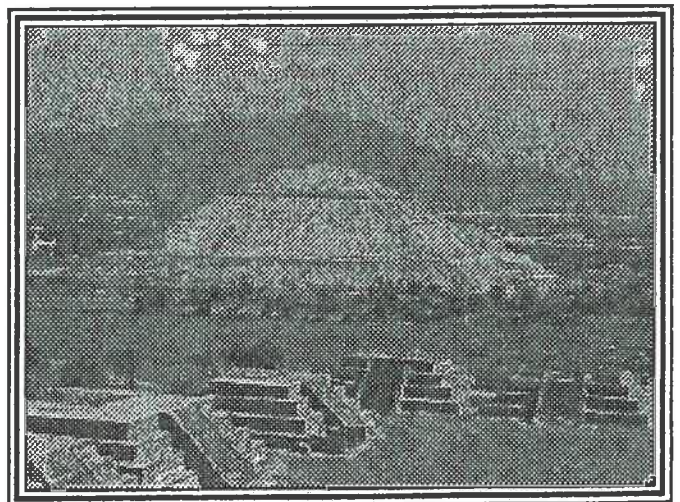
Above: Aztec Sun Stone, Museum of Anthropology, Mexico City



Above: Guide, Vivian Harvey, leading group through streets of Tepoztlan. Note political banners flying overhead, prior to national elections of July 2.

Right: Temple of the Sun at Teotihuacán

Photos by Jim Williams



CALENDAR OF FORTHCOMING PROFESSIONAL MEETINGS
Social Sciences and Foreign Languages

[Interested faculty should apply now for financial support enabling them to attend professional meetings that occur prior to June 30, 2001. Please find application for travel support in the recent mailing sent to all FACDIS faculty. Deadline for *receipt* of the travel application: NOVEMBER 1, 2000.]

2000

- September 22-23 Fall Meeting of the West Virginia Foreign Language Teachers Association, Bethany College Conference Center, Bethany, WV. For further information contact: WVFLTA President, h.menz@bethanywv.edu; web: <http://www.bethanywv.edu/~wvflta/news.html>
- September 23 The Annual Teaching of History Conference, University of North Texas, Denton, Texas. Co-sponsored by American Historical Association. Theme: *Cities in the Modern World* For details, contact: Donald E. Chipman, Department of History, University of North Texas, PO Box 310650, Denton, TX 76203; phone: (940)565-2288; e-mail: dchipman@unt.edu
- October 5-7 23rd Annual Third World Studies Conference, University of Nebraska, Omaha
For further information contact:
University of Nebraska at Omaha, Third World Studies Conference, ASH 238, Omaha, NE 68182. Phone: (402)554-2376; e-mail: thirdworld@unomaha.edu
- October 11-15 2000 Oral History Association Annual Meeting, Durham, NC
Theme: *At the Crossroads: Transforming Community Locally and Globally*
For information contact: Alicia J. Rouverol, Department of History, CB #3195, 406 Hamilton Hall, UNC-Chapel Hill, Chapel Hill NC 27599-3195; Phone: (919) 317-4244 email: ajrouver@email.unc.edu
- October 13-15 29th Annual Conference on South Asia, University of Wisconsin-Madison
Theme: *Literature, Film, and Television in the Millennium*. For more information call: (608) 262-9224 or e-mail: conference@southasia.wisc.edu.
Registration at URL: <http://www.wisc.edu/southasia/conf>
- October 19-21 18th Annual Meeting Association of Third World Studies (ATWS), Metropolitan State College of Denver, Denver, CO
For more information contact: Professor Steve Y. Rhee, ATWS President-Elect, Department of Criminal Justice, Social & Political Science, Armstrong Atlantic State University, Savannah, GA 31419-1997; Phone: (912)921-5675; Fax: (912)921-5876; e-mail: rheestev@mail.armstrong.edu
- October 20-21 54th Annual Conference, Middle East Institute (MEI), Washington, DC
For further information contact: Middle East Institute, Programs Department, 1761 N St., NW, Washington DC 20036-2882; (202) 785-1141; Fax; (202) 331-8861; e-mail: programs@mideasti.org; web: <http://www.mideasti.org>
- October 20-21 "Reconciling the Past, Envisioning the Future: Latin America in the 21st Century," an interdisciplinary conference of the North Central Council of Latin Americanists, held in Milwaukee, WI. For details, contact William Katra, Program Chair, NCCLA 2000, 732 Liberty St., LaCrosse, WI 54603 or phone: (608) 785-2031

Meetings (cont.)

- October 20-22 Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS) Fall Meeting, Valle Crucis, NC. For further information contact:
John Parcels, SERMEISS, PO Box 8023, Georgia Southern University, Statesboro GA 30460-8023; (912) 681-5909; e-mail: parcels@gsvms2.cc.gasou.edu
- October 27-29 29th annual meeting of the Mid-Atlantic Conference of the Association for Asian Studies, Lehigh University, Bethlehem, PA. For details, contact:
David C. Prejsnar, Program Chair MAR/AAS, Dept. of History/Philosophy, Community College of Philadelphia, 1700 Spring Garden Street, Philadelphia, PA 19130. Phone: (215) 751-8644 or e-mail: dprejsnar@ccp.cc.pa.us
- October 27-28 West Virginia Political Science Association (WVPSA) Annual Meeting, Morgantown, WV. For more information contact Dr. Allan Hammock, Dept. of Political Science, PO Box 6317, West Virginia University, Morgantown, WV 26506-6317. Phone: (304)293-3811.
- November 8-11 Council on International Educational Exchange (CIEE) Annual Conference, Montréal, Canada. For more information contact: CIEE, 633 Third Avenue, 20th Floor, New York, NY 10017; Phone: (212)822-2625; e-mail: conference@ciee.org
- November 9-12 American Association for the Advancement of Slavic Studies, Denver, CO
Inquiries: AAASS, 8 Story Street, Cambridge, MA 02138; Phone: (617) 495-0677; e-mail: aaass@hcs.harvard.edu; website: <http://www.fas.harvard.edu/~aaass/>
- November 15-19 American Anthropological Association (AAA) 99th Annual Meeting, San Francisco, CA
Theme: *The Public Face of Anthropology*. For further information contact:
AAA, 4350 North Fairfax Dr., Suite 640, Arlington, VA 22203; Phone: (703)528-1902 ext. 2; Fax: (703)528-3546; web-site: <http://www.aaanet.org/>
- November 16-19 43rd Annual Meeting of the African Studies Association, Nashville, Tennessee.
For more information contact:
African Studies Association (ASA), Rutgers, the State University of New Jersey, Douglass Campus, 132 George St., New Brunswick, NJ 08901; (732) 932-8173; Fax: (732) 932-3394; e-mail: callASA@rci.rutgers.edu; web: http://www.sas.upenn.edu/African_Studies/
- November 16-19 Annual Meeting of the Middle East Studies Association (MESA), Orlando, FL.
For further information contact:
MESA, 1643 E. Helen St., University of Arizona, Tucson, AZ 85721; (520) 621-5850; Fax: (520) 526-9095; e-mail: mesana@u.arizona.edu; web site: www.mesa.arizona.edu
- November 17-19 American Council on the Teaching of Foreign Languages (ACTFL), Boston, MA.
For further information contact: ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801; Phone: (914)963-8830; Fax: (914)963-1275; e-mail: actflhq@aol.com; web-site: <http://www.actfl.org>
- November 17-19 American Association of Teachers of German (AATG), with ACTFL, Boston, MA.
For further information contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; Phone: (609)795-5553; Fax: (609)795-9398; e-mail: aatg@bellatlantic.net

Meetings (cont.)

December 27-30 Annual Meeting of the Modern Language Association (MLA), Washington, DC.
For further information contact:
MLA, 10 Astor Place, New York, NY 10003-6981; Phone: (212) 475-9500; Fax: (212) 477-9863; e-mail: convention@mmla.org; web: www.mla.org
[A good site to visit to find out more about MLA style, and, for example, how to document sources from the World Wide Web in scholarly writing.]

December 27-30 Annual Conference of the American Association of Teachers of Slavic and East European Languages (AATSEEL), Washington, DC.
For further information contact:
AATSEEL, 1933 North Fountain Park Dr., Tucson AZ 85715; Phone/Fax: (520) 885-2663; e-mail: aatseel@compuserve.com; web-site: <http://clover.slavic.pitt.edu/~aatseel/>

2001

January 4-7 American Historical Association (AHA) Annual Meeting; Boston, MA.
Theme: *Narratives and History*. For further information contact:
AHA, 400 A St., SE, Washington DC 20003; (202) 544-2422; Fax: (202) 544-8307; e-mail: AHA@theaha.org; web: www.theaha.org

January 5-7 American Economic Association (AEA) Annual Meeting; Allied Social Sciences Associations Meeting (ASSA), New Orleans, LA.
For further information contact:
AEA, 2014 Broadway St., Suite. 305, Nashville TN 37203; (615) 322-2595; Fax: (615) 343-7590; e-mail: aeainfo@ctrvax.vanderbilt.edu; web: <http://www.vanderbilt.edu/AEA>

February 20-24 42nd Annual International Studies Association (ISA) Convention, Chicago, IL.
Theme: *International Relations and the New Inequality*. For more information contact:
ISA, Social Sciences 324, Univ. of Arizona, Tucson AZ 85271; (520) 621-7715; Fax: (520) 621-5780; e-mail: isa@u.arizona.edu; web: <http://csf.colorado.edu/isa/la/>
[Lots of good ISA information, including the *ISA Newsletter* on line.]

February 27-March 3 Teachers of English to Speakers of Other Languages Annual Meeting (TESOL), Saint Louis, MO. For more information contact:
TESOL, 1600 Cameron St., Suite 3000, Alexandria, VA 22314-2751; Phone: (703) 836-0774; Fax: (703)836-7864; E-mail: conv@tesol.edu; web-site: <http://www.tesol.edu/>

February 27-March 3 Association of American Geographers (AAG) 97th Annual Meeting; New York, NY
For further information contact:
AAG, 1710 16th St., NW, Washington DC 20009-3198; (202) 234-1450; e-mail: gaia@aag.org; web: <http://www.aag.org>

March 8-10 Southern Conference on Language Teaching (SCOLT), Myrtle Beach, SC
For further information contact:
Lynne McClendon, Exec. Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; Phone: (404)763-6796; e-mail: lynnemcc@mindspring.com; web: <http://www.valdosta.edu/scolt>

Meetings (cont.)

- March 9-11 Southeast Regional Middle East and Islamic Studies Seminar (SERMEISS) Spring Meeting, University of South Carolina, Columbia, SC. For further information contact: John Parcels, SERMEISS, PO Box 8023, Georgia Southern University, Statesboro, GA 30460-8023; (912)681-5909; e-mail: parcels@gsvms2.cc.gasou.edu
- March 22-25 Association for Asian Studies (AAS) Annual Meeting; Chicago, IL.
For further information contact:
AAS, 1021 E. Huron St., Ann Arbor, MI 48104; (734) 665-2490; Fax: (734) 665-3801; e-mail: postmaster@aasianst.org; web: www.aasianst.org
- March 28-31 CIBER 2001 Conference, San Diego State University, San Diego, CA.
Conference for Languages & Business (replacing Thunderbird-EMU Conference for Language & Business). For further information contact:
Diane Coseo, Conference Manager; e-mail: cdoseo@rohan.sdsu.edu
- March 29-April 1 Northeast Conference on the Teaching of Foreign Languages (NECTFL), New York, NY.
Theme: *Beyond the Boundaries: Changing Contexts in Language Learning*.
For further information contact:
Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; Phone: (717)245-1977; Fax: (717)245-1976; e-mail: nectfl@dickinson.edu; web-site: <http://www.dickinson.edu/nectfl>
- April 26-29 Central States Conference on the Teaching of Foreign Languages, Indianapolis, IN.
For further information contact:
CSCTFL, Diane Ging, CSC Executive Director; PO Box 21531, Columbus, OH 43221-0531; phone: (614) 529-0109; e-mail: dging@iwaynet.net
- May 31-June 2 European Community Studies Association (ECSA) Seventh Biennial International Conference, Madison, WI
For more information contact: ECSA, University of Pittsburgh, 405 Bellefield Hall, Pittsburgh, PA 15260; (412) 648-7635; Fax: (412) 648-1168; e-mail: ecsa+@pitt.edu
- June 14-16 Society for History of American Foreign Relations (SHAFR) Annual Meeting, American University, Washington, DC
For further information contact:
Prof. Anna K. Nelson, Department of History, American University, 4400 Massachusetts Ave., NW, Washington, DC 20016; (202) 885-2404; e-mail: anelson@american.edu. For information on paper or panel proposals, contact Prof. Richard Immerman, Department of History, Temple University, Philadelphia PA 19112; e-mail: shaf2001@hotmail.com
- July 5-8 2001 American Association of Teachers of French (AATF) Annual Conference, Denver, CO
For more information contact:
Jayne Abrate, Exec. Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois Univ., Carbondale IL 62901; (618) 453-5731; Fax: (618) 453-5733; e-mail: abrate@siu.edu; web: <http://aatf.utsa.edu>

Meetings (cont.)

- August Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP); Location: TBA. For further information contact: Lynn A. Sandstedt, Executive Director, AATSP, 210 Butler-Hancock Hall, Univ. of Northern Colorado, Greeley CO 80639; (970) 351-1090; Fax: (970) 351-1095; e-mail: lsandste@bentley.unco.edu; web: www.aatasp.org
- August 18-22 American Sociological Association (ASA) Annual Meeting; Anaheim, CA Theme: *Cities of the Future*. For further information contact: ASA, 1722 N. St., NW, Washington DC 20036; Phone: (202)833-3410; web-site: <http://www.asanet.org>
- August 30-Sept. 2 97th Annual American Political Science Association (APSA) Meeting; San Francisco, CA. For further information contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; (202)483-2512; web-site: <http://www.apsanet.org>
- September 6-8 Latin American Studies Association (LASA) World Congress, Washington, DC. For further information contact: LASA, 946 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260; Phone: (412)648-7929; Fax: (412)624-7145; e-mail: lasa+@pitt.edu; web-site: <http://lasa.international.pitt.edu>

25th Silver Anniversary Colloquium on Literature & Film
The Female Gaze in Literature and Film
West Virginia University – October 12-14, 2000

The Department of Foreign Languages at WVU is sponsoring its 25th Annual Colloquium on Literature and Film, this year celebrating its silver anniversary. Beginning on Thursday evening, October 12, the conference continues through Saturday afternoon, and includes approximately 175 papers in over 50 sessions. All sessions are held in the WVU Mountainlair (Student Union) on the downtown campus in Morgantown.

The opening event is a free reception at 6 pm in the Rhododendron Room of the Mountainlair. The reception is in honor of George Sand, who promises to attend! In addition to the refreshments, enjoy music with a jazz saxophonist and pianist. Noted colloquium speakers include Lucy Fischer of the University of Pittsburgh who will deliver the Friday luncheon address on the female gaze in film. Saturday's luncheon will feature Mary Lucille DeBerry (co-producer, script writer, and casting director) and Brad Stalaker (co-producer and animator), who will discuss and screen their animated motion picture, *The Griffin and the Minor Canon*, a work in progress based on a Frank Stockton short story, produced by West Virginia Public Broadcasting. Several other films will be screened, and the entire colloquium program can be accessed on the web at: <http://www.as.wvu.edu/forlang/>

All activities are free to non-participants except banquet meals. For inquiries and information contact: Dr. Armand Singer, Colloquium Director, Dept. of Foreign Languages, WVU, (304) 293-5121.

FACDIS FACULTY/INSTITUTIONS NEWS AND NOTES

Bethany College is hosting a group of 19 students and two professors from Nihon Fukushi University in Japan for a three-week program during September. The students study English taught by faculty in Bethany's Department of Foreign Languages, and have art classes taught by faculty in the Department of Fine Arts.

Bethany College faculty visited China's Zhejiang Normal University in a two-week exchange during Spring Semester. The exchange, the first to be held under a recently signed agreement between the institutions, also included a visit by ZNU faculty to Bethany in July. Five Bethany professors from the Department of History and Political Science visited China: **Gary Kappel, Jack Lozier, Clint Maffett, Ken Cosgrove, and William Simmons.**

West Virginia University is hosting a group of 39 Japanese students from Aichi Shukutoku University in Nagoya for a three-week program, studying English through WVU's Intensive English Program (IEP).

Fairmont State College is hosting a speaker from the North Central Association, Dr. Cecilia Lopez, who will speak on "The Faculty Role in Assessment." Her presentation will be at Fairmont State College on Wednesday, September 20 at 1:30 pm.

West Virginia State College's Department of Business Administration presented a workshop in May on "Developing International Markets for West Virginia Products" to benefit West Virginia businesses wanting to explore exporting their products/services and needing to learn how to get started. Also, delegates from West Virginia State College attended the National Summit of Africa (NSA) held February 16-20, 2000 in Washington DC, including professors **Delores Taylor, Rachel Mohammed, and T. Ford-Ahmed.**

Georgine Fogel (Management Studies, Salem-Teikyo University) was the winner of the 1999 Four-Year Teaching Excellence Award given by the Eastern Region of the Association of Collegiate Business Schools and Programs.

Michael Strada (Political Science, West Liberty State College) gave the Commencement Address at the 2000 Graduation Ceremony at West Liberty State College in May.

Roland Williams (Geography, West Liberty) recently participated in the Joseph J. Malone Faculty Fellow Program and visited Yemen and Syria on an educational study-tour coordinated by the National Council on US-Arab Relations.

Beth Musser (Education, West Liberty) participated in the recent International Congress of Reading held in Auckland, New Zealand.

Kenneth Yount (Alderson-Broadus College) was elected president of the Appalachian College Association's Deans Council, an association of independent colleges in West Virginia, Kentucky, North Carolina, Virginia, and Tennessee.

Robert Duval (Political Science, WVU) had his Internet Web-page "Poly-Cy: Internet Resources for Political Science," selected for inclusion in *300 Incredible Things to Learn on the Internet* by Robyn Spizman and Ken Leebow. See <http://www.polsci.wvu.edu/polycy/>

Jamie E. Jacobs (Political Science, WVU) received support from the Instituto de Desarrollo Economico y Social in Buenos Aires, Argentina to conduct research on the "Institutional and Organizational Context for Transnational Environmental Cooperation in Latin America.." The project included field research in Montevideo, Uruguay during June and July, plus a public lecture at the Institute in Buenos Aires.

Dale Colyer (Agricultural Sciences, WVU) has edited an in-depth exploration of the competitiveness of the US agricultural market. *Competition in Agriculture: The United States in the World Market*, is published by Haworth Press. The book is aimed at improving export capabilities for U.S. agricultural producers and streamlining trade costs to improve market presence.

Speaker's Bureau: Call for Applicants

The WV Humanities Council is establishing a *Speaker's Bureau*. Speakers are chosen for their expertise concerning a humanities topic, as well as demonstrated speaking abilities. Council will offer stipend for each presentation, plus travel reimbursement. Information and application from: Robert Herrick, program officer; 304-346-8500; email: herrick@wvhc.com

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

CIEE International Faculty Development Seminars

The Council on International Educational Exchange (CIEE) announces its schedule of **International Faculty Development Seminars 2001**, an overseas series designed to support academic institutions in their commitment toward internationalizing curricula. Hosted by prestigious academic institutions abroad, the seminars provide short-term, intensive overseas experience for faculty and administrators.

Through exploration of international issues and exchanges of views with academic peers, seminar participants are able to reexamine their own disciplines within an international context and to incorporate global perspectives into their teaching and research. In 2001, 19 seminars are scheduled. Programs last from 7 to 12 days.

Since their inception in 1990, more than 2,000 faculty from over 600 institutions have benefitted from participation in this series. These Seminars have spanned the globe, including offerings in Argentina, Brazil, China, Northern Ireland, Germany, Jordan, Poland, Russia, South Africa, Turkey, the United Kingdom, Vietnam and Zimbabwe.

SUMMER SEMINARS: Deadline - March 15, 2001

Economic Reform, Regional Integration, and Democratization in Argentina and Chile

Facultad Latinoamericana de Ciencias Sociales (FLACSO). Santiago, Chile, and Buenos Aires, Argentina. June 9–17, 2001. \$2,095

Australia and the Asia-Pacific Rim into the 21st Century. University of Wollongong. Wollongong, Australia. June 10–19, 2001. \$1,995

Brazil: Societal and Economic Perspectives
University of São Paulo, São Paulo, Brazil. May 29–June 8, 2001. \$1,995

The Historic Cities of China

Peking University, China Northwestern University, and East China Normal University. Beijing, Xian, and Shanghai, China. June 5–15, 2001. \$1,995

Perspectives on Women in a Central American Society. The Monteverde Institute. Monteverde and San José, Costa Rica. June 10–21, 2001. \$1,800

The Evolution of South-Eastern Europe: Croatian Perspective. The Inter-University Centre . Dubrovnik and Zagreb, Croatia. May 30–June 8, 2001. \$1,950

Contemporary Cuba . Host Institution TBA.
June 2001. \$1,995

Facing New Challenges: Germany in 2001 Free University & Dresden Technical University. Berlin and Dresden, Germany. June 17–23, 2001. \$1,900

Ghana and the Dynamics of Economic Development
University of Ghana , Legon, Ghana. July 8–18, 2001. \$1,550

Jordan and Geopolitics. University of Jordan, Amman, Jordan. June 2001. \$1,995

London as Text: Art, Theatre, and Cultural Identity.
University of Westminster. London, England. June 3–10, 2001. \$1,500

The U.S.-Mexico Relationship and the Region's Future. The University of Guadalajara, Guadalajara, Mexico. June 3–12, 2001. \$1,800

Peace and Conflict in Northern Ireland
University of Ulster, Coleraine, Northern Ireland.
June 17–23, 2001. \$1,800

Nation-Building in South Africa. University of Cape Town and University of Pretoria. Cape Town and Pretoria, South Africa. June 10–20, 2001. \$1,995

Spain Today and European Integration
University of Alcalá, Alcalá, Spain. June 8–20, 2001. \$1,825

Taiwan: History's First Chinese Democracy. National Chengchi University, Taipei, Taiwan. June 18–27, 2001. \$1,995

IFDS Seminars (cont.)

Tunisia: The Legacy of Ancient Carthage. Institut National du Patrimoine. Tunis, Tunisia. June 17–29, 2001. \$1,650

Economics, Polity, and Religion in Turkey. Middle East Technical University. Ankara, Turkey. June 10–21, 2001. \$1,875

Tradition and Transformation in Vietnam. Hanoi and Ho Chi Minh City, Vietnam. The Vietnam-USA Society July 7–17, 2001. \$1,875

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

These well-received programs are an excellent way for individual faculty to work towards internationalizing the campus and curriculum. For further information and applications contact CIEE:

Karen Bailey, International Faculty Development Seminars, CIEE--Council on International Educational Exchange, 633 Third Avenue, 20th Floor, NY, NY 10017-6706; Tel: 212-822-2747; Fax: 212-822-2779; E-mail: ifds@ciee.org; web: www.ciee.org/ifds

German Studies Summer Seminars

“From Frankfurt to Los Angeles and Back: The Fate of Critical Theory in the International Discussion after World War II.” This seminar, funded with support from DAAD, will be held at Cornell University, June 18–July 27, 2001. The topic is the internationalization of theoretical discussion after World War II. **Deadline for application: March 1, 2000.** For more information, contact Peter Hohendahl, Director, Institute for German Cultural Studies, Cornell University, 726 University avenue, Room 303, Ithaca NY 14850; Phone: (607) 255-8408; Fax: (607) 255-6585; email: puh1@cornell.edu

A Fulbright German Studies Seminar will be held for two weeks in June, 2001 on the topic “*Urban Planning in Germany.*” Participants will have the opportunity to witness firsthand the repair and reconstruction of the former German Democratic Republic. The program begins in Berlin and includes stay in one of the new German states, and will focus on such issues as: historic preservation; transportation and land development planning; German policies for urban energy distribution and waste disposal; and urban demographics. Up to 25 participants will be funded. Award benefits include round-trip transportation and a per diem allowance for meals, lodging, local travel and expenses. **Application deadline: November 1, 2000.** For information, contact: Council for International Exchange of Scholars, Dr. Richard Pettit: e-mail: rpettit@cies.iee.org; Phone: (202) 686-4000; web: http://iserver.iie.org/cies/sp_urb.htm

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

Opportunities in Germany: DAAD

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

Learn German in Germany for Faculty

This scholarship offers support for faculty members

who wish to attend intensive language courses at Goethe Institutes. The four- and eight-week courses are offered from May to November. Faculty members who teach in the fields of English, German or other modern languages or literatures are **NOT** eligible. Applicants must have a basic background in German and should be able to demonstrate a need for acquiring a better proficiency in the language for their future research. **Deadline: January 31, 2001.**

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

Grants from U.S. Department of Education: International Education and Graduate Programs

The U.S. Department of Education sponsors a variety of grant programs to impact on both faculty and curriculum development. Grant programs include opportunities for individual applications as well as for institutional applications. Most programs have a late October/early November deadline. While these are very competitive programs, FACDIS faculty and institutions may wish to explore applying. Please let the FACDIS office know if we can help with letters of recommendation or other information. NOTE: Electronic versions of application packets are available on-line.

Fulbright-Hays Summer Seminars Abroad

This US Department of Education grant program provides short-term study/travel opportunities abroad for educators in the social sciences and humanities to improve their understanding/knowledge of the people and culture of another country. The topics of the seminars and host countries vary from year to year; some are designed for faculty from colleges, universities and community colleges; some are designed for public school teachers and/or administrators and supervisors. The program is geared towards those educators with little or no experience in the host country(ies) who demonstrate the need to develop and enhance their curriculum through this study and travel abroad. Trips are a maximum of six weeks in length. The application deadline will be **October 31, 2000**.

There are approximately seven to 10 seminars every summer, with approximately 16 positions per seminar. Five seminars will be aimed at the secondary/post-secondary level of instruction: **Argentina, Bulgaria/Turkey, Israel/Jordan, Mexico, Morocco and Tunisia**. The award includes round-trip economy airfare, room and board, tuition and fees, and program-related travel within the countries. Participants will be responsible for the expenses of the pre-departure orientation, which may range up to \$350.

Application forms and further information are available from: Rosalie Gendimenico, Fulbright-Hays Seminars Abroad Program, International Education Programs Service, US Dept. of Education, 1990 K St., NW, 6th Floor, Washington DC 20006-8251; Phone: (202) 502-7625; e-mail: rosalie_gendimenico@ed.gov; web: <http://www.ed.gov/offices/OPE/HEP>

Fulbright-Hays Group Projects Abroad Program

This program provides grants (to institutions or organizations) to support overseas projects in training, research, and curriculum development in modern foreign languages and area studies by teachers, students, and faculty engaged in a common endeavor. Projects may include **short-term seminars, curriculum development, group research or study, or advanced intensive language programs**. Projects must focus on the humanities, social sciences and languages, and must focus on one or more of the following areas: Africa, East Asia, South Asia, Southeast Asia and the Pacific, the Western Hemisphere (Central and South America, Mexico, and the Caribbean), East Central Europe and Eurasia, and the Near East. Projects focuses on Canada or Western Europe will not be funded.

The **short-term seminar** is designed to help integrate international studies into an institution's or school system's curriculum. Seminars are normally five to six weeks in length and focus on a particular aspect of area studies, such as the culture of the area. The **curriculum development team** is composed of several faculty members or teachers who may spend four to six weeks in a country or region acquiring resource materials for curriculum development. The project shall provide a systemic use and dissemination in the US of the acquired materials. A **group research or study project** is designed to permit a group of faculty from institutions of higher education as well as students to undertake research or study in a country or region for a period of three to twelve months. **Advanced overseas intensive language projects** are designed to take advantage of the opportunities present in the foreign country by providing intensive foreign language training at the advanced level. Under the grant, an advanced overseas intensive language project period may range up to three years. Project activities may be carried out during a full year, an academic year, a semester, or a summer.

Application deadline: October 23, 2000. For information and technical assistance, contact: Ms. Lungching Chiao, Program Officer, (202) 502-7624; e-mail: lungching_chiao@ed.gov

NOTE: Individuals who have participated in either of these Fulbright-Hays Programs must wait three summers before they can be eligible to participate a second time. Also, after 10 years, one can apply for a third award.

U.S. Dept. of Education Grant Programs (cont.)

Fulbright-Hays Faculty Research Abroad Program

This program provides grants to institutions of higher education to fund faculty to maintain and improve their area studies and language skills by conducting research abroad (except Western Europe) for periods of 3-12 months. The program will provide travel expenses, maintenance allowance based on academic year salary for the fellow, and a project allowance for research-related expenses. **Application deadline: October 27, 2000.** For information and technical assistance contact: Eliza Washington, (202) 502-7833; e-mail: eliza_washington@ed.gov

Business and International Education Program

This program provides funds to institutions of higher education who enter into an agreement with a trade association and/or business for two purposes: to improve the academic teaching of the business curriculum and to conduct outreach activities that expand the capacity of the business community to engage in international economic activities.

The purpose of the program is to promote education and training that will contribute to the ability of U.S. business to prosper in an international economy. Each program assisted with Federal funds must both enhance the international academic program of the institution AND provide appropriate services to the business community which will expand its capacity to engage in commerce abroad.

The application deadline is November 3, 2000. For information and technical assistance, contact: Tanyelle Hawkins-Richardson; Phone: (202) 502-7626; email: tanyelle_richardson@ed.gov

Undergraduate International Studies and Foreign Language Program

This grant program, which launched FACDIS over 20 years ago, provides funds to institutions or consortia of higher education to plan, develop, and carry out programs to strengthen and improve undergraduate instruction in international studies/foreign languages.

Eligible activities include, but are not limited to: development of a global studies/international studies

program; development of a program which focuses on issues or topics, such as international business or international health; development of an area studies program and its languages; creation of innovative curricula which combines the teaching of international studies with professional and pre-professional studies, such as engineering; research for and development of specialized teaching materials, including language materials; establishment of internship opportunities for faculty/students in domestic and overseas settings; and development of study-abroad programs.

Institutions may use Federal funds to revise and update curricula and develop additional faculty expertise. Funds may be used for overseas travel if tied primarily to the curricular responsibilities of faculty involved in the program. Program funds may NOT be used for student fellowships.

Grant awards are normally made for projects extending over a period of two years. Consortia are eligible for three years of support. Applicants for multi-year funding must provide a plan of operation and budget for each year for which support is requested. Continuation of an award is subject to a satisfactory performance level, and the availability of funds. The average award for FY 2000 was \$71,098, and 57 awards were made.

Application deadline: November 3, 2000. For information and technical assistance contact: Christine Corey, International Education and Graduate Programs Service, 1990 K St., NW, Suite 600, Washington DC 20006-8251; phone: (202) 502-7629; e-mail: christine_corey@ed.gov.

NOTE: Since the program above, as well as the other U.S. Department of Education grant programs for *institutional* support require well thought-out proposals with a thorough project design, it typically takes almost a year of planning and organization before a competitive application can be submitted. Currently, Wheeling Jesuit University is embarking on the first year of their two-year grant to fund the creation of new International Studies courses and to modify existing ones to include a significant international component. WJU has many exciting plans. For more information on their grant, contact Project Director, David Kilroy in the Department of History: (304) 243-2004; e-mail: dkilroy@wju.edu

INSTRUCTIONAL RESOURCES FOR TEACHERS

Book Reviews

Jeffrey Lantis, Lynn Kuzma, and John Bohrer, eds. *The New International Studies Classroom: Active Teaching, Active Learning* (Lynne Rienner, 2000), 303 pages.

Relatively few new books deal with innovative teaching and undergraduate international studies courses. Therefore, when one claims status as “the first comprehensive volume to examine this topic in the post-Cold War era,” it warrants close scrutiny. And in this instance, the work possesses many admirable features to recommend it. The editors observe that they have been swapping enough ideas and methods at a variety of forums during the last decade to know that they “shared a commitment to active teaching and learning.” The formation of the Active Learning in International Studies Section (ALIAS) of the International Studies Association in 1995 provided a strong foundation to build upon.

An overview chapter by the editors introduces the key concepts, explains the structure of the chapters, and summarizes each chapter cleanly and clearly—especially for an essay written by three people. This reader is divided into three domains of classroom innovation: variations on the theme of the case method; participatory games and simulations; as well as sophisticated new technologies. Each of the three domains (case studies, simulations, technologies) is explicated by five chapters written by experienced practitioners. The editors believe that the end of the Cold War forced international studies scholars to rethink the content of their courses; therefore, the post-Cold War also facilitated rethinking course methodologies. However, I’m not convinced on this point. Why not? Because two of the three types of pedagogical strategy described here (cases; simulations) have been around for many decades, and recent changes in these two domains consist of something less than pedagogical revolutions. Also, the profound transfiguration of the third domain (technology) surely has occurred for reasons independent of the collapse of the Soviet Union.

Any FACDIS member who participated in Joe Hagan’s (WVU, political science) 1995 Summer Seminar on “Teaching International Relations Using the Case Method,” will recognize many familiar wrinkles in the five chapters on the Case Method. Since 1990, about 120 American faculty members have been selected, like

Joe, as Pew Fellows— spending a summer at Harvard’s Kennedy School to learn the case method. Case teaching posits that “students learn effectively through active engagement in real-world problem solving from the perspective of central figures in actual events.” As in most active learning modes, the instructor’s role shifts away from font of knowledge to discussion facilitator. In Hagan’s chapter, he reports that experience has taught him that the “detailed narratives” known as cases actually represent an effective means of teaching international relations theory (which many students have difficulty grasping via lecture). Jeanne Hey (Miami, political science) uses cases in courses about the Third World to attack what she calls the “academic problem” (weak understanding by students about the history and social realities of the Third World), as well as the “humanizing problem” (student difficulty in perceiving or treating Third World peoples as real and fully human).

The rubric “simulations and games” covers much territory. Both are structured exercises, but simulations try to reflect real-world events or circumstances, while games operate at a more abstract level—a distinction not fully appreciated here. Many time-bound simulations were too locked into global bipolarity to survive the end of the Cold War, and new ones are being created, but the editors point out that simulations will always suffer from their taking up more time than many professors are willing to devote. One game that I have used off-and-on for 20 years, called “Starpower,” demonstrates how power corrupts, and can be run in 50 minutes. A simulation that I have used even more often, the Model U.N. Security Council, is brought up-to-date adroitly by Jeffrey Lantis (Wooster, political science) in his report on a U.N. “restructuring summit.” Rich countries and poor countries have advanced vastly different agendas for changing the U.N. in the post-Cold War, and this simulation allows students to assume roles as diplomats representing key countries. Another simulation that caught my attention was a crisis decision-making exercise involving U.S. foreign policy, as described in the chapter by Heidi Hobbs (North Carolina State, political science) and Dario Moreno (Florida International, political science). The crisis stems from NATO expansion colliding with Russian *revanchism*; students must try to avert a new Cold War through careful policy review and planning, while they represent foreign policy bureaucrats vying to influence the President’s final decision.

Book Reviews (cont.)

In these pages, the term “paradigm shift” is probably over-used. However, in the third domain (new technologies), its use does not amount to hyperbole. Things are happening so fast in this domain that it becomes difficult to generalize about what holds together such a diverse set of phenomena. An example of how simulations can be merged with Internet technology is provided by Lynn Kuzma’s (Southern Maine, political science) design for interactive, videoconference role-playing involving the United Nations. Then, Howard Tolley (Cincinnati, political science) taps into a network familiar to those FACDIS faculty who attended the Scholar-Diplomat Program in March 2000, when we learned about online resources for Holocaust Studies available through the U.S. Holocaust Museum. The Teaching Human Rights Online Project, in conjunction with interactive websites designed by Tolley, enabled him to run an International Court of Justice simulation using students, and he notes that the high drama of human rights cases fits online learning quite snugly.

An astute coda, “Reflections on Teaching and Active Learning,” is provided by a scholar known for excellence in both teaching and research—Ole Holsti (Duke, political science). Holsti shares three criteria of effective teaching that matter most to him: “a passion for the subject matter, a genuine interest in one’s students, and high expectations about student performance.” As a veteran of the Pew Case Seminars at Harvard, he relates an adaptation that he uses in a senior seminar, where students not only read and apply cases in the course, but actually *write* their own cases. If only we all taught at Duke. Finally, the dense bibliographical and web references included in this book edited by Lantis, Kuzma, and Bohrer, deserve praise for their thoroughness.

My suggestion for the second edition is to expand the project in two ways. First, make the endeavor truly inter-disciplinary; 17 of the 20 contributors are political scientists (plus two “techies,” and one sociologist). Given the editors’ contacts in the International Studies Association (ISA), other disciplines ought to be recruited. Secondly, the project can also be expanded by adding a fourth domain touching on other strategies like constructive controversy, values clarification activities, writing across the curriculum, student portfolios, and group-based student activities.

■Michael Strada, Co-Director, FACDIS
Professor of Political Science, West Liberty State

Patrick O’Meara, Howard Mehlinger, and Matthew Krain, eds., *Globalization and the Challenges of a New Century: A Reader* (Indiana University Press, 2000), 500 pages.

In 1998 a massive retrospective conference was held in Washington, DC, to celebrate the 40th anniversary of the Title VI program administered by the Department of Education. Title VI represented implementation of the National Defense Education Act’s provisions concerning international education, and it was Title VI funding that first breathed life into Sophia Peterson’s idea of a FACDIS international studies consortium. The three editors of this book, intended to memorialize the role of Title VI in furthering globalization studies, are Patrick O’Meara, Dean for International Programs and Professor of Political Science and Environmental Affairs at Indiana University; Matthew Krain, Assistant Professor of Political Science at the College of Wooster; and, Howard Mehlinger, Professor Emeritus and past Director of the Center for Excellence in Education at Indiana University.

This impressive volume, born looking backward as a Title VI anniversary, looks to the future of globalization by juxtaposing its undeniable importance to human existence with its relative novelty as a coherent field of study. Partial explanation for this disjunction stems from the enormity of the topic, which the editors envision only increasing, because “by its very nature, globalization implies both broadening and deepening.” And certainly this book augments such broadening by bringing together many diverse perspectives on issues attendant to globalization. The editors contend that they have assembled writings that present “seminal works expressing some of the leading ideas in the field.” They also suggest that the book is applicable to courses at various levels, but I suspect that its complexity and sophistication render it more user-friendly to senior seminars or capstone courses.

Because this text is so comprehensive in scope, it includes a total of ten diverse parts; a one-page precis introduces each part by casting a net wide enough to catch all of the 3-6 articles included in each part. The first part, “Global Order and Disorder,” includes three articles, two of which were used at the 1996 FACDIS Workshops when we hosted Benjamin Barber (“Jihad vs. McWorld”), and used Samuel Huntington’s article (“The West vs. the Rest”) as the basis for discussion at a plenary session.

Book Reviews (cont.)

The various topics are well-chosen and notably compelling. For example, part 5, "Globalization and the Evolution of Democracy," exudes universal appeal by packaging three provocative and conflicting essays concerning democracy's future. Francis Fukuyama's famous article on "The End of History," claims that viable alternatives to Western democracy have been totally exhausted with the demise of Communism. Fareed Zakaria takes issue with Fukuyama's optimism and cites the proliferation of "illiberal democracies" that fail to live up to the Western ideal type. Similarly, Robert Kaplan argues that increasing corporate power has rendered the masses indifferent and the elites much less accountable, suggesting that contemporary democracy may not serve humanity well enough in the future to survive. The last part of the book, "An Emerging Global Culture?" asks first, if global homogenization is, in fact, superceding local tribalism; and if it is, whether that is to be feared or welcomed. Peter Berger sees a more peaceful world as the likely bottom line, although he expresses some concern about the level of sophistication of such a "worldwide airport culture." For Madeleine Drohan and Alan Freeman, the growing dominance of the English language belies the political power of the U.S. rather than freedom of choice on the part of Third World peoples, and they worry that a global language will reify the world's division into have and have-nots.

As a field of study, "globalization" is still in its infancy, as the editors of this volume note. By bringing together a number of different perspectives, this book attempts to demonstrate the ongoing debate and lay the groundwork for a more interdisciplinary and collaborative dialogue. The editors believe that the articles they selected best reflect the current thinking on globalization. It would have been helpful, however, if the editors themselves had written a summary chapter of conclusion. Nevertheless, as an ending, the book includes a thorough and useful "Resource Bibliography" by librarians, Robert Goehlert and Anthony Stamatoplos, which also lists many World Wide Web and Internet sites to enable students and teachers to have better access to the resources now available.

■ Michael Strada, Co-Director, FACDIS
Professor of Political Science,
West Liberty State College

Two Books on Kosovo

Kosovo: Contending Voices on Balkan Interventions edited by William Joseph Buckley (William B. Eerdmans Publishing Co., 2000, 547 pages, \$30/hardcover-\$21/paper, ISBN: 0-8028-3889-8).

This new book brings together opposing viewpoints from internationally known and regionally renowned Western and Balkan authors. As the literature on Kosovo and the region grows, the question of who is heard becomes acute. The voices of refugees and refugee workers are as essential to a complete understanding of the conflict as are those of political leaders and people in diaspora communities. The comprehensive interdisciplinary work features disputes about the central issues involved in the most significant diplomatic, humanitarian, and military engagement in Europe for half a century.

Distilled to sixty-seven brief essays in English from six languages – and more than 100 contributions, the book is divided into seven thematically structured sections. First, those who have suffered the ravages of war – individuals chased and bombed – tell their dramatic firsthand stories. Next, Western and Balkan historians, journalists, and scholars detail the historical and cultural context of the region. In the third section, some of the most widely acclaimed Kosovar and Serbian intellectuals and politicians argue about the NATO intervention. In the fourth section, world leaders speak out about what has happened in Kosovo. The fifth section features the voices of nine noted political and philosophical commentators who argue for and against the intervention in Kosovo as well as about its aftermath. Next come ethical and religious voices, scholars and thinkers who scrutinize justifications behind interventions and sanctions. Finally, nine essays speculate on what lies ahead for the region and the ongoing "Western" involvement there. Some of the contending voices in this volume include: Kofi Annan, Zbigniew Brzezinski, Wesley Clark, Vaclav Havel, J. Bryan Hehir, Robert D. Kaplan, Henry Kissinger, Slobodan Milosevic and over 50 more.

The volume has received kudos from reviewers such as John L. Esposito of Georgetown University; holocaust survivor and author, Elie Wiesel; and Fouad Ajami, Johns Hopkins University. The editor, William Joseph Buckley is Visiting Scholar at the Center for Clinical Bioethics, Georgetown University, and teaches ethics at the Georgetown University School of Medicine.

Instructional Materials (cont.)

Kosovo: A Short History by Noel Malcolm (Harper-Perennial, 1999, 595 pages, \$16. Paperback, ISBN: 0-06-097775-2). A concise, clear overview of the region that is currently marked by tragedy and warfare. Malcolm examines the rise of the medieval Serbian state and the making of modern Albania, and tells the story of Ottoman rule in Europe—not only a crucial part of the background to the modern Yugoslav crisis, but also a vital element in the whole pattern of south-east European history. Currently a visiting lecturer at Harvard, Noel Malcolm has been foreign editor of the *British Spectator* and political columnist of the *Daily Telegraph*. For an examination copy, please send \$5.00 to Code D43011, Mail Order Department, HarperCollins, PO Box 588, Dunmore PA 18512-0588. Include book title, ISBN, your course title and expected enrollment. For credit card orders call: (800) 331-3761 and give code D43011 to the sales representative. Website: <http://www.harpercollins.com>

Globalization: Exploring the Gaps

Exploring the Gaps: Virtual Links Between Trade, Environment and Culture. James R. Lee, Kumarian Press, 2000, 272 pages, \$24.95/paper.

This book examines globalization through four critical periods in human history to show the “disconnect” that has occurred in the natural relationship between trade, environment and culture. Today's critical choices will determine how institutions respond to the disconnect, says the author, and whether it is possible to reverse the “unraveling” of our social context.

The author contends that the pace of today's globalization is on a collision course with the human ability to absorb it. Multilateral institutions such as the World Trade Organization have grown in power and developed one-dimensional policies. As director of the large Trade Environment Database project at American University, James Lee weaves in contemporary and historical cases that illustrate dilemmas within environments and cultures. The book proposes how policy can meet the challenges that globalization poses.

The book is part of a distance learning class, a database of over 600 trade cases, and includes a wide variety of available supports on the Web and in Video. The *TED Case Studies* provide comparative information on trade

and environment (and more) issues that cross several disciplines to provide insight into globalization's impact on people and places. TED case studies are available at the following web address:

<http://www.american.edu/TED/ted.htm>

The Web site provides hyperlinks to the TED case studies, a search engine for them, sets of discussion questions, linkages with other classes that use the book, and other relevant “virtual” and real activities. It is available at the following web address:

<http://www.american.edu/TED/culture.index.htm>

This text is available through Kumarian Press, 14 Oakwood Avenue, West Hartford, CT 06119. Order by phone toll-free at (800) 289-2664, Fax: (860) 233-6072, or Internet at www.kpbooks.com

Dimensions of Globalization

Dimensions of Globalization is the title of the 570th volume of *The Annals of the American Academy of Political and Social Science* (July 2000). In this volume, the contributors explore their individual subjects within a common understanding of the term “globalization”. There is agreement that the term refers to the consequences of two phenomena that, in combination, have resulted in what David Harvey calls the global “compression of time and space.” The first phenomenon is technological changes in the processing and dissemination of information related to finance and production. The second is the international spread of the technical competence necessary to use these advances efficiently.

The articles in the volume of *The Annals* are presented to illuminate important dimensions of the globalization process and provide perspective on globalization at a time when it is the subject of intense public scrutiny and debate.

The first three articles are broad in scope, tracing the origins of globalization to new technologies, assessing globalization's impact on human well-being, and analyzing the effect of the global economy on Southeast Asia. The impact of globalization on migration and labor is the subject of the next three contributions, followed by three articles addressing important problems with regard to international trade. The last group of articles considers cultural and other changes associated with globalization. The volume is edited by Louis Ferleger and Jay R. Mandle.

Instructional Materials (cont.)

Non-member price for this volume is \$20.00 (softcover), plus \$3.50 shipping. The publisher states that if you subscribe to *The Annals* now, you will receive the next six volumes of this periodical plus a free copy of *Dimensions of Globalization*. Subscription rate (6 volumes) is \$61.00 for individuals. Contact Sage Publications at (805) 499-9774; Fax: (805) 499-0871; email: order@sagepub.com; web: www.sagepub.com

If you would like to purchase multiple copies of *Dimensions of Globalization*, Sage offers quantity discounts of up to 60%. College professors and bookstores may purchase multiple copies (five or more) at discounted prices. For more information on adoption or bookstore pricing call Sage Customer Service at (805) 499-9774 or e-mail: info@sagepub.com

Active Learning in Higher Education

Active Learning in Higher Education is the new journal of the Institute for Learning and Teaching in Higher Education (ILT). This international, refereed publication embraces academic practice across all curriculum areas in higher education. It seeks to share practitioner experience through case studies, action research reports and accounts of changing practice and theoretical perspectives. The first issue of this journal is July 2000, and a "Founder 2 year rate for individuals" is \$50 (a 30% discount). An introductory one year rate for individuals is \$28. (The Institutional Rate is \$135 for one year: two issues.) The journal is published in the UK, and is available in the US from Sage Publications, PO Box 5096, Thousand Oaks, CA 91539. See telephone and e-mail information in entry above.

Internationalizing the University

Expanding the International Scope of Universities: A Strategic Vision Statement is a new publication from the National Association of State Universities and Land-Grant Colleges (NASULGC). The statement outlines the recommendations for engagement of public universities in a global society, which state that public universities should integrate global perspectives and promote international experiences as part of their core missions, now that they operate in an environment characterized by a web of global relationships and increased cultural diversity. Public higher-education institutions also need to invest more human and financial resources in the task of comprehensively internationalizing their programs if they are to fulfill their responsibilities in a global society and economy, the report further states.

This report was prepared by NASULGC's Commission on International Affairs. Recognizing that global competence, confidence and comfort are pre-conditions for survival and success in the 21st century, the Commission established a Strategic Vision Committee to outline a course of action for universities. The resulting statement suggests steps for NASULGC institutions to follow in redesigning core activities to reflect new, more global definitions of learning, scholarship and engagement.

The document suggests that to be truly engaged in a global society, public universities must adapt their basic missions in several broad areas. According to an article in the May 2000 *NASULGC Newslines* (a monthly update of news and analysis from the association), the general action plans include directives for each area including teaching and learning; research and scholarship; and service and outreach. The document prepared by the Strategic Vision Committee also includes examples of "best practices" from a range of NASULGC institutions that already are conducting programs addressing cultural awareness and internationalization.

The 25-page document can be viewed on-line at www.nasulgc.org. Publications can also be ordered by contacting pubs@nasulgc.org

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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)!

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