



The West Virginia FACDIS Newsletter
 The Consortium for Faculty and Course Development
 In International Studies

Editor: Gretchen Peterec

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Twenty-Ninth Annual FACDIS Workshops

Emerging Economies: The Post-American Century
 November 5-6, 2009 (Thursday-Friday)

Lakeview Resort and Conference Center, Morgantown, WV

All FACDIS faculty should now have received a packet of “beginning of the year” information which, in addition to travel grant applications and a catalog of new a-v resources, includes preliminary information on our annual two-day November workshops: **Thursday and Friday, November 5-6**. Prominent academics and professionals have been selected to lead workshop sessions from four different perspectives:

- **First, Post-Soviet: Now, Post-American? -- the Economic Landscape for Russia, Eastern Europe and Central Asia**
 Patrick J. Conway, University North Carolina at Chapel Hill
- **Brazil: A Rising Global Economic Power?**
 Patrice M. Franko, Colby College
- **The Middle East's (Very) Political Economies**
 Peter W. Moore, Case Western Reserve University
- **Globalization in the 21st Century: Changing the Rules of the Game?**
 Eva Paus, Mount Holyoke College

We hope that you have been able to arrange your class schedules so that Lakeview in Morgantown is firmly on your calendars for **November 5-6**. Please call us immediately if you did not receive this mailing.

After the Institutional Representatives selected this theme for 2009, Jack Hammersmith has been working to select the four speakers who will address the overall theme from four different vantages. The workshops begin with Thursday’s lunch and conclude at noon on Friday.

As in the past, FACDIS will pay for lodging for out-of-towners, and cover meals and registration for all attendees. See your registration packet for details, including session abstracts and speaker information. We look forward to seeing you in November!

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Special point of interest:

- Annual FACDIS Workshops
 November 5-6

REMINDER:

Travel Grant applications are due in the
 FACDIS Office by
 October 9, 2009

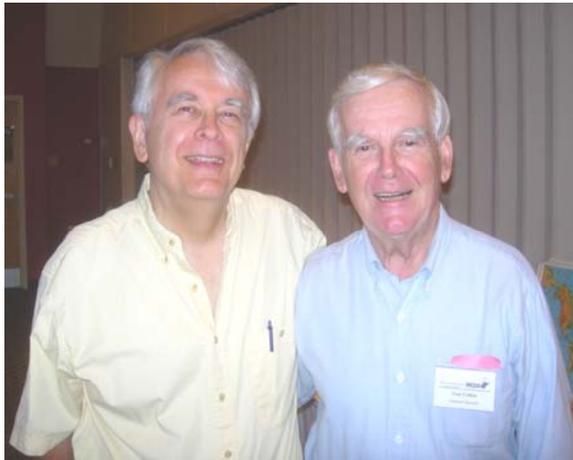


FACDIS 2009 Summer Institute for Teachers

Now you See It! International Sources and Resources for WV Classrooms

July 5-10, 2009

Canaan Valley Resort and Conference Center

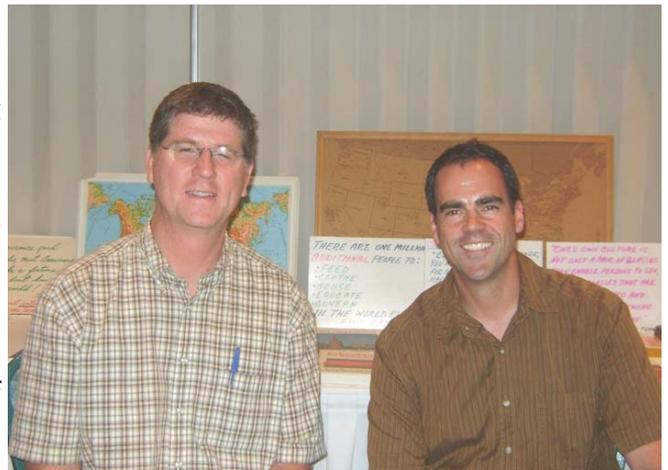


Ken Martis and Tom Collins

Thirty public school teachers met at Canaan Valley Resort and Conference Center, July 5-10, to expand their knowledge of internet and a/v sources for teaching international subjects. The institute was designed to provide practical information and hands-on instruction in how to teach international topics more effectively using film, videos, DVDs and the internet. They received three hours of graduate credit, free lodging and meals, and teaching resource materials.

A highly talented faculty made

presentations during the five-day institute. They included Professor Todd Bennett, Department of History, East Carolina University, Professor **Kenneth Martis**, Department of Geography, West Virginia University, and Professor **James Siekmeier**, Department of History, West Virginia University. Of considerable help in organizing the institute and in providing invaluable pedagogical suggestions during the week was Tom Collins, retired education specialist with nearly two decades directing Project LINKS (Linking International Knowledge with Schools), part of the Elliot School of International Affairs of the George Washington University. His own years in the classroom plus uncounted workshops in which he estimates he has made presentations on various aspects of global education in 48 states to more than 50,000 individuals brought universal praise from the participating teachers for their practicality and good sense.



James Siekmeier and Todd Bennett



Summer Institute Participants: Terry McAbee, Lewis County High School; Thomas Boothe, Green Bank Elementary/Middle School; Ronald McAllister, Greenbrier Academy; John Barkley, Preston High School

In addition to the many hours of classroom experience, the participating teachers also interacted with each other during sessions, meals, and evening conversations with suggestions on how to better integrate *technology* into the classrooms. They are now in the process of translating materials from the summer experience into teaching units which will be posted on the FACDIS web page.

Teachers were eligible for three hours graduate credit, in addition to free lodging, meals, and teaching resource materials. Funding from the West Virginia State Legislature supports these annual summer professional development programs.



Book Review

Submitted by: **Jack Hammersmith**, Department of History, West Virginia University

Sarah Culberson and Tracy Trivas, *A Princess Found: An American Family, An African Chiefdom, and the Daughter Who Connected Them All* (New York: St. Martin's Press, 2009).

A Princess Found is a powerful narrative of discovery, perseverance, adventure, suffering, courage, love and hope. It is also a story that began in a West Virginia high school classroom with an educational video about an adopted child. That video triggered in one student, Sarah Culberson, questions of her own background: of who her birth parents were, of why they had given her up, and of how they would respond if she succeeded in finding them. In the interest of full disclosure, let me reveal that I am no disinterested reviewer. The teacher was my wife, Jean, and the student, our friend Sarah, a bi-racial child whose unfailingly cheerful personality, universal popularity and loving ways masked an adolescent blessed with a wonderful home but haunted by questions of identity. Hers, one suspects, is a story typical in many ways of adopted children everywhere, although what she discovered turned out to be both surprising and extraordinary.

An injury to her ACL during a high school basketball game provoked a crisis in Sarah's young life in her senior year at Morgantown's University High. Overnight it reduced her "from a dribbler, a defender and a dasher to a hobbler." Despite being student body president, homecoming queen, and "Sportsgirl of the Year" in *TEEN Magazine*, Sarah became increasingly depressed by her physical limitations, and, thanks in part to the classroom video, obsessed with her desire to discover her biological mother and father. Her adoptive parents, loving and supportive as well as sensitive and honest, revealed what they knew of her West Virginia mother and African father and aided her every effort to discover her past.

Unknown to the troubled teenager was the simultaneous struggle for survival that her father and his family were facing in Bumpe, Sierra Leone. The country was then enduring a prolonged and deadly civil war, and the early chapters of this book draw strong contrasts between their life-and-death struggle in Africa and Sarah's internal turmoil to know herself and to learn about her past. Not until she was studying for an M. F. A. at the American Conservatory Theater in San Francisco (having already graduated from WVU) did Sarah find out that her white birth mother, a resident of Kingwood, WV, had already died of cancer. She also learned that when her father, a university student, had decided to return to his native Africa, her mother had fiercely declared she would raise her daughter alone, only reluctantly deciding when Sarah was an infant that limited economic circumstances dictated placing Sarah for adoption in hopes of assuring her both mother and father and a more financially secure childhood.

Worried about the possibility of rejection, Sarah was gratified to find that her mother's family welcomed her warmly, once she had succeeded in locating them. She then became even more determined to find her father. After moving to Los Angeles in hopes of launching an acting career, she was encouraged by a Nigerian hairdresser to search for her father, despite her bitterness at his abandonment of her and her fears that he would again reject her. With the hairdresser's assurances that "In Africa, when a child is found, it is a great celebration," she hired a private investigator who quickly learned her father's identity.

The second half of this well-written account deals with Sarah's efforts to reconnect with her father, whose family, both in the U.S. and in Sierra Leone, welcomed her as warmly as had her mother's people. Much to her surprise, she discovered that her father, Joseph Kposowa, was by inheritance a Paramount Chief in his tribe, thus making her a princess. It is, however, her father's role as principal of the Bumpe High Boarding School, which he had chosen over tribal leadership, which attracted her greatest interest and launched her determination to help rebuild the school which had been destroyed by rebels during the civil war. Her emotional visits to Africa, first with a friend who filmed the event and later with her adoptive parents, fortifies the theme of personal fulfillment translated into international understanding and philanthropic opportunity.

A Princess Found, then, is a poignant story of self-doubt and self-discovery, of growing up in a loving and supportive adoptive family while harboring troubling questions of bi-racial ancestry. It is also a story of survival and of hope, of the dogged effort by the Kposowa family to endure amidst death, bloodshed and cruelty and to re-establish the school which offered educational opportunity for so many young boys and girls. Those interested both in Sarah's story and in her efforts to advance education in the most challenging environment of Sierra Leone may, indeed, wish to visit the Kposowa Foundation website (www.bumpefund.org), but whatever the case, they will find in this book a fascinating, inspirational, and thoroughly engaging story in which a seemingly routine classroom lesson had an impact far beyond the expectations of either teacher or student. It is West Virginia connected with the world in yet another, most unusual way.



News and Notes



Sarah Adams, University of Charleston, traveled to Greece for faculty development for her Greek culture unit in her World Cultures classes. Her trip included visits in Athens to the National Museum, the Coin Museum, the Agora, Acropolis and the Parthenon, followed by a four-day bus tour from Athens to sites in

the Peloponnesus and in northern Greece—Olympia, Delphi, the monasteries at Meteora, the plain of Thessaly—famous classical sites and their museums. The trip concluded with a four-day cruise stopping at Rhodes, Mykonos, Santorini, Turkey, Patmos, and Crete.

Patrick Albano, Fairmont State University, was a recipient of the Fairmont State Foundation Center for Teaching Excellence. Albano received a Foundation grant to continue his research on the nation's first university and its participation in assisting the U.S. government during World War II. Albano will travel to the University of Pennsylvania-Archives and Manuscripts Division in Philadelphia, Pa., where he will gather further information for his manuscript, *An Army of Scholars: Years of Experience in the Concision of War-The University of Pennsylvania and World War II*. Albano recently received a grant from the West Virginia Humanities Council in Charleston, which also supports the research project.

In May 2009, **Mike Blackwell**, West Liberty University, co-led a trip to Italy. This Education First Tour took six students and four faculty members on a nine-day trip to Venice, Florence and Rome, Italy. This was Blackwell's second international trip that he has led. In March 2007, he helped organize a 15-person trip to London, Paris and Normandy.

Robert Blobaum, West Virginia University, received a \$420,000 grant to create a dual-degree masters program in Central and Eastern European studies. The grant, subsidized through the Fund for the Improvement of Post-Secondary Education's European Union-United States Atlantis program, will be awarded over four years. Each year, six students from WVU will receive a \$12,000 stipend to live, travel and study in Europe for two semesters, one in Collegium Civitas in Poland and one in the University of Tartu in Estonia. Six students from the

European arm of the dual-degree program will receive 12,000 Euros to do the same at WVU for an entire year. At the end of the program, all students will have earned a Masters degree in history from WVU and one of the following: a Masters in international relations from the Collegium Civitas or a Masters in social sciences from the University of Tartu.

Robert Blobaum, West Virginia University, has been elected to a three-year term on the Executive Board of the American Association for the Advancement of Slavic Studies, beginning in 2010.

Bluefield State College, launched its first ever study abroad program under the leadership of Professors Martha Eborall and Lee Donnell with a ten-day tour of Costa Rica. Among the many places the students visited while on their study tour, included hiking the Escalonia Cloud Forest Trail to the Poás Volcano. **Sudhakar Jamkhandi** hopes that the success of this study abroad milestone will be the beginning of international travel opportunities at Bluefield State College.

Gonzalo Bravo, Fred Jacoby, and Tim Warner were among five West Virginia University faculty selected to participate in a new information literacy initiative at WVU. Each worked closely with five librarians to design information literacy learning outcomes for their course syllabi. The WVU Libraries' Information Literacy Course Enhancement Program, a collaborative effort between the Libraries and the Provost's Office, is part of the University's 2010 Plan for information literacy to become a curriculum component across all disciplines by 2010.

Gonzalo Bravo, West Virginia University, was recently elected the vice president of the Latin American Sport Management Association, a newly formed regional association of the International Congress in Sport Management at its organization's meeting in Turmero, Venezuela, in March.

Rich Fleisher, West Virginia University, is the recipient of the 2008-09 Ethel and Gerry Heebink Award for Distinguished State Service, WVU's premier service award. The late David Heebink created the Heebink Awards in memory of his parents Ethel, a longtime WVU English professor, and Gerry, an Extension dairyman in the Davis College of Agriculture, Forestry and Consumer Sciences from 1935-56.



Erin Hippolyte, Fairmont State University, was honored at Fairmont State University's recent 32nd Annual Academic Awards Celebration. Hippolyte received the Excellence in Advising Award, presented to honor demonstrated excellence and commitment to the significant force that academic advisors play in the education, personal development and success of their advisees.

Sudhakar Jamkhandi, Bluefield State College, Honorary Chair of United Nations Day in West Virginia and coordinator of the Office of International Initiatives, was among the invitees at the State Capitol luncheon, honoring His Excellency Shinichi Nishimaya, Japanese Ambassador and Consul General in New York. Jamkhandi joined representatives from other state higher education institutions and business leaders who have ties with Japan at the program. The luncheon provided a venue for Japanese business representatives to learn of Bluefield State College's electrical and mechanical engineering technology programs. The Japanese representatives are considering the possibility of hosting paid internships for Bluefield's students.

WVU at Parkersburg is now incorporating international issues into the school's computer science program through its Digital Game Design course. The course instructor, **Laura Kerbyson**, highlights how game markets in countries such as Germany, North Korea and South Korea differ from the U.S. game industry. Cultural, legal and technological differences of doing business in foreign markets as well as potential barriers to entry are examined. Kerbyson also draws attention to the additional federal resources that are available to U.S. companies who are exporters, resources that can help students envision a future bigger than just being a programmer such as owning their own software engineering firm or creative agency.

Linda Kinney, Shepherd University, traveled to Botswana this summer to do research for a case study that she is writing for her course: The Economics of Developing Countries. This trip was partially funded by a mini-Grant from Shepherd University.

Michael Lastinger, West Virginia University, has been named director of the Office of International Programs. Lastinger, known internationally for his work as a French language scholar, is also the creator of an online French course that has fans from Vienna to Vietnam.

Marshall University has started a new program, English for Occupational Purposes, in their Adult and Technical Education Program. The program connects Adult and

Technical Education Master's level students majoring in Teaching English as a Foreign Language with adults in the community who need assistance with English Language Development. **Laura Wyant** is the contact person for the English for Occupational Purposes Program.

Robert Maxon, West Virginia University, received the Kenya Scholars and Studies Association's Lifetime Achievement Award. The award was presented at the Kenya Scholars and Studies Association annual conference held at Bowling Green State University in Bowling Green, Ohio this summer. Dr. Maxon delivered the keynote address at the conference, *Studying Kenya: Changes and Challenges*. He was recognized for his scholarship on Kenya. The association also noted Professor Maxon's training of graduate students. He has supervised more doctorates in Kenya history (16) than any scholar currently working in the United States. He has also served on four occasions as Visiting Professor of History at Moi University in Kenya.

Ann Oberhouser, West Virginia University, was appointed the Director of the Center for Women's Studies at West Virginia University. Under her leadership she plans to bring more global perspectives to the curriculum and research activities at the Center.

Fairmont State University and Pierpont Community & Technical College recently honored **Angela Schwer** and **Kevin Z. Smith** with Faculty Recognition Awards. The winners were selected by the Faculty Development Committee because of their clear commitment to continuing development in their fields and service to their community.

Donley Studlar, West Virginia University, recently published:

- Bossman Asare and Donley T. Studlar, "Lesson-Drawing and Public Policy: Secondhand Smoke Restrictions in Scotland and England," *Policy Studies (UK)* 30 (2009): 365-382
- Donley T. Studlar "Tobacco Control Policy in Western Europe: A Case of Protracted Paradigm Change," in G. Capano and M. Howlett (eds.) *European and North American Policy change*. Routledge, 2009

Mark Tauger, West Virginia University, won a West Virginia Humanities Council Grant in April 2009 for his study of Soviet famines.



—News and Notes continued from page 5—

Doug Weaver, West Virginia University at Parkersburg, went once again this past May to Chad, Africa with the Department of Defense (DoD) to assist in a U.S./United Nations joint sponsored Landmine Eradication Program. WVU-Parkersburg was contracted through their Workforce and Community Education Department to send Weaver to install and upgrade their headquarters' computer network. The goal of this project is to eradicate the landmine problem in Chad where large areas of the country are infected with landmines left from previous rebel activities over the years. Hundreds of innocent civilians are maimed or killed every year due to these landmine fields.

In July Weaver was invited to lecture at the Joint Special

Operations University at Hurlburt Field, FL. He lectured on "Challenges U.S. Personnel Face in Sub-Sahara Africa." Weaver is considered a subject matter expert for the U.S. Department of Defense on Sub-Saharan Africa.

Vijay Shah, West Virginia University at Parkersburg, has been appointed to the 2009 Board of Examiners for the Malcolm Baldrige National Quality Award. The National Quality Award is the highest level of national recognition for performance excellence that a U.S. organization can receive. Awards may be given annually in each of six categories: manufacturing, service, small business, education, health care, and non-profit. As an examiner, Shah, is responsible for reviewing and evaluating applications submitted for the award.

WV Higher Education Policy Commission Sponsors State-Wide Freshman International Experience to Quebec City

A group of 29 students from eight different public universities in West Virginia took part in a one-week travel/study course to Quebec City, Quebec, Canada during the month of May. The one-credit hour course titled "An Introduction to the Political and Cultural Identity of Canada and Quebec" was offered by West Virginia State University, Marshall University, and West Virginia University in collaboration with the Université Laval in Quebec City.



The group spent the first and last nights in Niagara Falls on the way to and from Quebec City. The academic program was comprised of morning lectures by Laval faculty followed by site visits corresponding to the lecture topics. Students also had ample time to explore the old world charms of Quebec City that included seemingly endless restaurants, cafes, and shopping boutiques. The group stayed in student housing on the Laval campus where they received a complimentary breakfast, were within walking distance of a major mall complex, and had easy bus access to the center of Quebec City.

Quebec City is one of the oldest cities in North America. The ramparts surrounding Old Quebec (*Vieux-Québec*) are the only remaining fortified city walls in the Americas north of Mexico, and were declared a World Heritage Site by UNESCO in 1985 as the 'Historic District of Old Québec'. Université Laval is the oldest centre of education in Canada and was the first institution in North America to offer higher education in French.

Students from public institutions of higher education in West Virginia interested in participating in the Summer 2010 trip to Quebec City must be in good academic and financial standing. Priority will be given to those either finishing their first year or semester as a registered Freshman, or have the credit equivalent of a Freshman. Preference will also be given to students with the highest university grade point average and who are classified by their home institutions as in-state West Virginia residents for tuition-purposes.

For more information contact:

West Virginia State University: **James Natsis**, (304) 766-4249; natsisja@wvstateu.edu

Marshall University: **Clark Egnor**, (304) 696-2465; egnor3@marshall.edu

WVU: Tara George-Jones, (304) 293-6955; tara.george-jones@mail.wvu.edu

Article compliments of West Virginia State University, *Le Journal*, Fall 2009



Marshall to Participate in MAGNETS Program

Marshall University's College of Fine Arts and Center for International Programs are participating in a new program designed to develop and implement a model international undergraduate program in music.

The Fund for the Improvement of Post-secondary Education (FIPSE) in the U.S. Department of Education has awarded \$250,000 to Marshall University for the College of Fine Arts Music Department's Music Abroad Generating New Experiences for Talented Students (MAGNETS) program. Ninety percent of the \$277,587 project will be funded by FIPSE, with the remaining 10 percent funded by the Music Department and the Center for International Programs.

"We are indebted to Dr. Ben Miller, the principal investigator, and Mr. Julio Alves for their work on this project and to Dr. **Clark Egnor** for bringing it to our attention and his support in the grant-writing process," said Dr. Jeffrey Pappas, chair of Marshall's Department of Music. "FIPSE grants are highly competitive and we should be proud that our department has been chosen to receive one. It is another testament to the work our faculty does on a daily basis and the strong reputation they have established for this department. All of us are winners, and our students will once again prosper and have a unique opportunity thanks to this program."

Marshall Provost Dr. Gayle Ormiston said receiving the FIPSE grant is quite an accomplishment for the university.

"We are extremely proud of our College of Fine Arts and its Department of Music for being one of eleven institutions in the nation to be awarded this FIPSE grant," Ormiston said. "These grants are highly competitive, and it is with great esteem that we announce our award. Of those eleven programs chosen, ours was the only arts initiative to be funded."

In the planning stage since July 15 of last year, the MAGNETS project includes Morehead State University in Kentucky and Goias Federal University and Santa Catarina State University in Brazil.

The objective of this project is to develop and implement a model international program in music, utilizing an integrated curriculum that will contribute to educational excellence and innovation in the field and better prepare students for the competence level required by the modern, global job market. The program of study will utilize the strengths of each partner university.

During the implementation phase of the project 18 students from the U.S. will study in Brazil for one semester or one academic year at one of the two Brazilian universities. During the same period, 18 students from Brazil will spend one semester or one academic year in the U.S. at either Marshall or Morehead State. Six faculty members from each of the U.S. institutions will participate in the project by carrying out lecturing and performance assignments at the partner institutions.

In addition to the knowledge and skills in music, during their study abroad experience, students will deepen their knowledge and understanding of international, political and economic issues. They will gain transnational competencies, cross-cultural communication skills, understanding and familiarity with local customs and traditions, and an ability to adapt to new circumstances and deal constructively with difference.

According to Dr. Clark Egnor, Executive Director of Marshall University's Center for International Programs, the grant promotes international collaboration among universities. "This project, through the exchanges of faculty and students, will create long-lasting ties between Marshall University and institutions in Brazil," he said.

Article compliments of the Office of University Communications, Marshall University, July 15, 2009.



West Liberty University Receives Study Abroad Grant

The study abroad proposal of Campus Internationalization Committee at West Liberty University (WLU) for 2009-2010 was approved for funding. The proposal titled "Appalachia Meets Himalaya: Study Abroad Program in Nepal" was written by **Mohamed Youssef**, the committee chairman, and Dr. Vishakha Maskey, a committee member.

The WLU Campus Internationalization Committee is planning to use the fund (about \$14,000 provided by WLU) to send two WLU students to Nepal during the summer of 2010. This study abroad program will be open to all academic fields at WLU. Under this proposed program, the internship will provide hands-on knowledge and experience for the undergraduate students. These experiences will become a stepping stone for their career achievements. Undertaking the internships will provide different perspectives and learning experiences that are unique and valuable to the students. Accompanying the students will be WLU faculty Dr. Vishakha Maskey, a native of Nepal.

The study abroad program is the second to be offered by the Campus Internationalization Committee. The first program was offered last year. Two highly qualified students went to Bosphorus University in Istanbul, Turkey, to participate in that institution's summer term program. Accompanying the student was WLU faculty Dr. Serkan Catma, a native of Turkey.

Last year's award was made possible by a \$15,000 grant from the West Virginia Higher Education Policy Commission as part of the commission's continuing emphasis on internationalizing higher education in West Virginia.

Following their return to West Liberty, the students are expected to serve as Hilltopper Ambassadors for a year. Their duties will include helping to conduct presentations on campus and in the community to increase student interest in studying abroad.

Guanajuato University Offers Unique Summer Language Program for WV-FACDIS Faculty

West Virginia University (WVU) and the University of Guanajuato (UG) will cosponsor the 8th annual summer Faculty and Staff Language and Culture Exchange. WVU's Office of International Programs and the WVU Department of Foreign Language's Intensive English Program (IEP) coordinate the institutional exchange.

The tentative 2010 program dates are June 7 to July 2. This exchange is open to eligible FACDIS members, offering a chance to study the Spanish language and learn of Mexican history, politics, and culture. There are six openings but no prerequisites for enrollment. There are 57 alumni of the program.

This is a unique professional development program to visit Guanajuato, Mexico. Applications may be submitted beginning January 31, 2010. The closing date is March 1, 2010. Include a \$100 deposit towards the total \$350 exchange program fee. Participants pay for their own roundtrip airfare, health insurance, immunizations, and personal and incidental expenses. An academic department may cover some expenses through faculty development or travel funds.

The goals are to improve Spanish language skills and increase cultural understanding between West Virginia and Guanajuato. There are 57 graduates of the program. Faculty participants receive a tuition waiver, and a private room and meals at no charge with a Guanajuato host family. WVU's linkage with Guanajuato University (dating to 1989) makes this a cost-effective cultural exchange.

Guanajuato University's Centro de Idiomas offers an integrated language approach. Participants are placed in courses at beginner, intermediate, or advanced levels. Other courses may be added, such as art, dance, ceramics, and quilting. The local staff can arrange meetings for faculty to meet colleagues in their disciplines to enhance future collaboration. While the local host family adds to a unique experience, the local staff organizes tours to Mexican locales at nominal costs.

Guanajuato is a UNESCO World heritage site with a population of more than 100,000. Details are at <http://www.ugto.mx/> In July, 2010, Guanajuato University's faculty will arrive in Morgantown, WV for 4 weeks and attend classes in the WVU Intensive English Program. Morgantown host families receive a month's stipend to host Mexican faculty in exchange for a private room and food or meals.

The program's application can be obtained from WVU's Office of International Programs. For more information, look under "Information for Faculty" at <http://www.wvu.edu/~intlprog/> If interested, contact George M. Lies (304) 293-6955 x5, or George.Lies@mail.wvu.edu



Study Abroad Support for Students

If you have students interested in study abroad, please share the following information with them!

NSEP: The National Security Education Program (NSEP) funds U.S. students to study non-West European languages and world regions critical to national security. Each year NSEP funds outstanding American undergraduate and graduate students to study the languages and cultures of Africa, Asia, Central and Eastern Europe, Eurasia, Latin America and the Caribbean, and the Middle East. NSEP is unique among federal international education programs in that it includes a requirement that its award recipients seek employment with an agency or office of the federal government involved in national security affairs. Applications are available August-December. **IIE/NSEP Deadline: February 10, 2010.** For an on-line application, visit the web at: <http://www.iie.org>; e-mail: nsep@iie.org; phone: 1-800-618-NSEP.

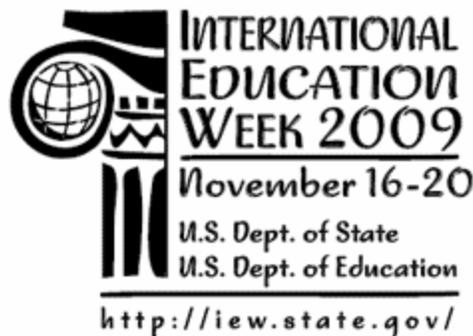
Gilman International Scholarship Program: This program offers a competition for awards to study abroad for U.S. citizen undergraduate students who are **receiving federal Pell Grant funding** at a two-year or four-year college or university. The Gilman Scholarship Program provides opportunities for study abroad for students whose demonstrated financial need might otherwise preclude them from this experience. **Application deadlines are October and April.** For further information concerning this scholarship, contact the Gilman International Scholar Program, Institute of International Education, 1800 West Loop South, Suite 250, Houston, TX 77027-9407; web: <http://www.iie.org/gilman>; e-mail: gilman@iie.org.

Blakemore Foundation Grants for Advanced Study of Asian Languages: Blakemore Freeman Fellowships fund one full year of advanced study of an Asian language in Asia for American citizens and permanent residents of the U.S. who have a college degree and who plan to use an Asian language in their careers. **Application deadline: December 30, 2009.** For information and an on-line application, visit the web at: <http://www.blakemorefoundation.org>

Are you planning a study abroad program?

Each year FACDIS publicizes all West Virginia faculty-led study abroad options that we can discover. If we have enough responses to our inquiry for information concerning your study abroad trips, we will produce our annual flyer. If not, we will once again put the information on our website and include information in the FACDIS Newsletter as appropriate. If you are planning a study abroad trip, or know about such trips, please let the FACDIS Office know by e-mailing all pertinent information (destination, date, approximate cost, contact information) to: snestor@wvu.edu.

PLAN TO CELEBRATE





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, 2010. Please find application for travel support in the recent mailing sent to all FACDIS faculty. Deadline for receipt of the travel application is **Friday, October 9, 2009**.

2009

- September 24-25 West Virginia Political Science Association (WVPSA) Annual Meeting, West Virginia University, Morgantown, WV. Theme: *Status of America: Changing Priorities*. For more information contact: Dr. Karen Kunz at 304-293-2614.
- September 29-30 Institute for National Strategic Studies of the National Defense University 2009 Energy Symposium, Washington, DC. Theme: *Energy Security: A Global Challenge*. Contact: National Defense University, Institute for National Strategic Studies, 300 5th Avenue, Fort McNair, Washington, DC 20319-5066; phone: 202-685-3857; fax: 202-685-3866; web: <http://www.ndu.edu/inss/>
- October 1-3 32nd Annual Global Studies Conference, University of Nebraska, Omaha. Theme: *Latin America, Africa, Asia, and the Middle East*. Contact: University of Nebraska at Omaha, International Programs, ASH 241, 6001 Dodge St., Omaha, NE 68182. Phone: 402-554-2376; web: <http://world.unomaha.edu/twsc>
- October 1-3 34th Annual European Studies Conference, University of Nebraska, Omaha. For further information contact: University of Nebraska at Omaha, Dept. of Foreign Languages, 6001 Dodge St., Omaha, NE 68182; phone 402-554-4840; fax: 402-554-3445; e-mail: TNoviko@unomaha.edu; web: <http://www.unomaha.edu/esc>
- October 9-11 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; phone: 912-764-9802; e-mail: sermeiss@georgiasouthern.edu; web: <http://academics.georgiasouthern.edu/sermeiss/future.htm>
- October 22-25 38th Annual Conference on South Asia will be held at the Madison Concourse Hotel and Governor's Club, Madison, WI. For further information phone: 608-262-4884 or e-mail conference @southasia.wisc.edu; web: <http://southasiaconference.wisc.edu>
- October 30-Nov 1 38th Annual Meeting of the Mid-Atlantic Region of the Association for Asian Studies (MARAAS), Villanova University, Villanova, PA. Theme: *Asia Beyond Borders*. For details contact A. Maria Toyoda; e-mail: amaria.toyoda@villanova.edu; web: <http://www.maraas.org>
- November 9-10 63rd Annual Conference, Middle East Institute (MEI), Washington, DC. Theme: *Rewriting the Middle East Agenda*. For further information contact: Middle East Institute, Programs Department, 1761 N St., NW, Washington, DC 20036-2882; phone: (202) 785-1141; fax: (202) 331-8861; e-mail: mideasti@mideasti.org; web: <http://www.mideasti.org>
- November 11-14 Region VIII 2009 Conference: National Association of Foreign Student Advisers (NAFSA). Marriot, Washington, DC; web: <http://www.region8.nafsa.org>
- November 12-15 41st National Convention of American Association for the Advancement of Slavic Studies (AAASS), Boston, MA. For information contact: AAASS, Harvard University, 3rd Floor, Box 14, 8 Story St., Cambridge, MA 02138; phone: (617) 495-0677; e-mail: aaass@fas.harvard.edu; web: www.fas.harvard.edu/~aaass/



- November 19-22 52nd Meeting of the African Studies Association (ASA), New Orleans, LA Theme: *Africa at a Crossroads*. For further information contact: African Studies Association (ASA), Rutgers University, Douglass Campus, 132 George St., New Brunswick, NJ 08901; phone: 732-932-8173; fax: 732-932-3394; web: <http://www.africanstudies.org>
- November 19-22 29th Annual Lilly Conference on College Teaching. Miami University, Oxford, OH. For registration and conference information visit the web at: <http://www.units.muohio.edu/lillycon/>
- November 20-22 Annual Meeting of the American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA. Theme: *Speaking Up For Languages...The Power of Many Voices*. For further information contact: ACTFL, 1001 N. Fairfax St., Suite 200, Alexandria, VA 22314; phone: 703-894-2900; fax: 703-894-2905; e-mail: headquarters@actfl.org; web: <http://www.actfl.org>
- November 20-22 American Association of Teachers of German (AATG) 2009 Conference, San Diego, CA. For further information contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; phone: 856-795-5553; fax: 856-795-9398; e-mail: headquarters@aatg.org; web: <http://www.aatg.org>
- November 21-24 27th Annual Meeting of Association of Third World Studies (ATWS), Elmina Beach Resort, GHANA, Theme: *Celebrating Change, Defining the Future. Social Justice, Democracy and Cultural Renewal*. Contact: Dr. William D. Pederson, Executive Director, ATWS, International Lincoln Center for American Studies, Louisiana State University, Shreveport, LA 71115-2301; phone: 318-797-5349; e-mail: wpederso@lsus.edu; web: <http://itc.gsw.edu/atws/>
- November 21-24 Annual Meeting of Middle East Studies Association (MESA), Boston, MA. For more information contact: MESA, University of Arizona, 1219 N. Santa Rita Avenue, Tucson, AZ 85721; phone: 520-621-5850; fax: 520-626-9095; e-mail: mesana@u.arizona.edu; web: <http://mesana.org>
- December 27-30 125th Annual Meeting of the Modern Language Association (MLA), Philadelphia, PA. For further information contact: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: 646-576-5000; fax: 646-458-0030; e-mail: convention@mla.org; web: <http://www.mla.org>
- December 27-30 Annual Conference of American Association of Teachers of Slavic and East European Languages (AATSEEL), Philadelphia, PA. Contact: Patricia L. Zody, PO Box 569, Beloit, WI 53512-0569; phone: 608-361-9697; e-mail: aatseel@sbcglobal.net; web: <http://aatseel.org>

2010

- January 3-5 American Economic Association (AEA) Annual Meeting, Atlanta, GA. Contact: AEA, 2014 Broadway St., Suite 305, Nashville, TN 37203; phone: 615-322-2595; fax: 615-343-7590; e-mail: aeainfo@vanderbilt.edu; web: <http://www.vanderbilt.edu/AEA>
- January 7-10 124th American Historical Association (AHA) Annual Meeting, San Diego, CA. Theme: *Oceans, Islands, Continents*. Contact: AHA, 400 A St., SE, Washington, DC 20003; phone: 202-544-2422; fax: 202-544-8307; e-mail: info@historians.org; web: <http://www.historians.org>



—Calendar of Meetings continued from page 11 —

- February 5-7 American Political Science Association (APSA) Teaching and Learning Conference, Philadelphia, PA. For further information contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; phone: 202-483-2512; web: <http://www.apsanet.org>; e-mail: apsa@apsanet.org
- February 17-20 International Studies Association (ISA) 51st Annual Conference, New Orleans, LA. Theme: *Theory vs. Policy? Connecting Scholars & Practitioners*. Contact: ISA, 324 Social Sciences, Tucson, AZ 85721; phone: 520-621-7715 e-mail: isa@u.arizona.edu; web: <http://www.isanet.org/neworleans2010>
- March 4-6 Central States Conference on the Teaching of Foreign Languages (CSCTFL), Minneapolis, MN. Contact: Patrick Raven, CSC Executive Director, PO Box 251, Milwaukee, WI 53201-0251; phone: 414-405-4645; fax: 414-276-4650; e-mail CSCTFL@aol.com; web: <http://www.csctfl.org>
- March 24-27 Teachers of English to Speakers of Other Languages 44th Annual Convention (TESOL), Boston, MA. Contact: TESOL, 700 South Washington St., Suite 200, Alexandria, VA 22314; phone: 888-547-3369; fax: 703-836-7864; e-mail: conventions@tesol.org; web: <http://www.tesol.org>
- March 25-27 Northeast Conference on Teaching of Foreign Languages (NECTFL), New York, NY. Theme: *Simply Irresistible: People, Programs, and Practices that Inspire*. Contact: Northeast Conference, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896; phone: 717-245-1977; e-mail: nectfl@dickinson.edu; web: <http://www.dickinson.edu/nectfl>
- April 14-16 The Woodrow Wilson National Symposium, Staunton, VA. Theme: *World of Power/World of Law: Wilsonianism and Other Visions of Foreign Policy*. web: www.woodrowwilson.org
- April 14-18 Association of American Geographers (AAG) Annual Meeting, Washington, DC. For more information contact: AAG, 1710 16th St., NW, Washington, DC 20009-3198; phone: 202-234-1450; e-mail: gaia@aag.org; web: <http://www.aag.org>
- April 15-17 Southern Conference on Language Teaching (SCOLT), Winston-Salem, NC. Theme: *Communication Beyond the Classroom*. For more information contact: Lynne McClendon, Exec. Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076; phone: 770-992-1256; e-mail: lynnemcc@mindspring.com; web: <http://www.scolt.webnode.com>
- June 24-26 Society for Historians of American Foreign Relations (SHAFR) Annual Meeting, University of Wisconsin, Madison. For further information visit the web at: <http://shafr.org>
- July 4-7 American Association of Teachers of French (AATF) Annual Convention, Philadelphia, PA. Contact: Jayne Abrate, Executive Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901; phone: 618-453-5731; fax: 618-453-5733; e-mail: abrate@siu.edu; web: <http://www.frenchteachers.org>
- July 10-13 American Association of Teachers of Spanish & Portuguese (AATSP) 92nd Annual Conference, Guadalajara, Mexico. For further information: e-mail: corporate@aatsp.org; web: <http://www.aatsp.org>
- September 2-5 2010 American Political Science Association (APSA) Annual Meeting, Omni/Hilton/Marriott, Wardman Park, Washington, DC. For information about the annual meeting contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; phone: 202-483-2512; web: <http://www.apsanet.org>



Grants/Fellowships/Other Opportunities

Several Fulbright Programs

Fulbright-Hays Summer Seminars Abroad: This U.S. 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.

There are approximately seven to ten seminars with fourteen to sixteen participants in each seminar annually. Seminars are four to six weeks in duration. All seminars are held in countries outside of Western Europe. 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.

The award includes airfare, room, board, tuition and fees, and program-related travel within the countries. Participants are responsible for a cost share, usually \$450. **Application deadline is October 9, 2009.** For additional information contact Carly Borgmeier at: 202-502-7691; e-mail: carly.borgmeier@ed.gov; web: www.ed.gov/programs/iegpsap/index.html

Fulbright Teacher and Administrator Exchange Program: Since 1946, this program, sponsored by the U.S. Department of State, has helped educators contribute to mutual understanding between the U.S. and other countries. The program arranges for (1) direct one-to-one classroom exchanges to over 25 countries for teachers from elementary through four-year college levels; and (2) six-week shadowing experiences for administrators in fourteen different countries.. **Deadline: October 15, 2009.** For application: call 202-884-8061; e-mail: fulbright@cte@aed.org; visit the web: www.fulbrightteacherexchange.org/

Fulbright Programs Administered by CIES:

Traditional Fulbright Scholar Program: The traditional Fulbright Scholar Program sends 800 U.S. faculty and professionals abroad each year. Grantees lecture and conduct research in a wide variety of academic and professional fields. **Application deadline: August 3, 2010**

Fulbright International Education Administrators Seminar Program: U.S. international education administrators are invited to apply for two to three week summer seminars in Germany, Japan or Korea. The seminars are designed to introduce participants to the society, culture and higher education systems of these countries. **Application deadlines: November 1, 2009 (Japan and Korea); February 1, 2010 (Germany).**

Fulbright German Studies Seminar Program: A two-week annual Fulbright seminar is held in Germany. Theme: *The German Socialstaat Re-visited: A System in Turmoil.* **Deadline: November 1, 2009.**

Fulbright Senior Specialists Program: The Fulbright Senior Specialists Program is designed to provide short-term academic opportunities (two to six weeks) for U.S. faculty and professionals. Shorter grant lengths give specialists greater flexibility to pursue a grant that works best with their current academic or professional commitments. Specialists roster candidates are limited to one Specialists grant per calendar year. Applications for this Fulbright program are accepted on a rolling basis, and peer review of applications is conducted eight times per year.

For information concerning these Fulbright programs administered by CIES contact: CIES, 3007 Tilden St. NW, Suite 5L, Washington, DC 20008-3009; phone: 202-686-4000; web: http://www.cies.org/us_scholars

WV Humanities Council Grant Deadlines

Major Grants (maximum award \$20,000): September 1 and February 1

Mini Grants (maximum award \$1,500): October 1, December 1, February 1, April 1, June 1, and August 1

For further information and grant guidelines visit the website at <http://www.wvhumanities.org> or write the WV Humanities Council, 1310 Kanawha Boulevard East, Charleston, WV 25301; phone: 304-346-8500



NEH Division of Education Program

All NEH programs, especially the summer seminars and institutes, call for a focus on important texts and topics in the humanities. Seminars provide teachers with the opportunity to work in collaboration with one or two leading scholars. Participants have access to a major library collection, with time reserved to pursue individual research and study projects. Institutes provide intensive collaborative study of texts, topics, and ideas central to undergraduate teaching in the humanities under the guidance of faculty members distinguished in their fields of scholarship. Institutes aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities. Seminars and institutes are open to all college and university teachers. **Deadline for summer seminars and institutes is usually early March.** NEH has *many* other individual as well as institutional grant opportunities, so explore the web: <http://www.neh.gov>

Canadian Studies Grant Program

Faculty Enrichment Program: The Faculty Enrichment Program (Course Development) provides faculty members an opportunity to develop or update a course (or courses) with substantial Canadian content that will be offered as part of their regular teaching load. The use of internet technology to enhance existing courses, including the creation of instructional websites, interactive technologies, and distance learning links to Canadian universities is especially encouraged. Course development projects that include a study component in Canada, providing students a first-hand learning experience, as well as team teaching applications are also welcome. Submissions from all fields in the social sciences and humanities will be accepted. Of particular interest are projects that have policy relevance for Canada-U.S. relations as well as Canadian social, economic, political, security, and quality of life issues. Topics particularly relevant to Canada-U.S. relations include trade and economics, defense and security cooperation, border management, energy, and environment. Candidates should be able to demonstrate that they are already teaching, or will be authorized to teach, courses with substantial Canadian content. **Application deadline: December 1, 2009.** For further information and application visit the web at: <http://geo.international.gc.ca/can-am/washington/studies/grantguide-en.asp>

NECTFL/Mead Leadership Fellowship

The Northeast Conference on the Teaching of Foreign Languages supports individuals in the development of a project that contributes to the foreign language teaching profession. Applications will be accepted for the

NECTFL/Mead Leadership Fellows Program from schools; colleges or universities; local, state, regional, national organizations.

Recipients will attend the 2010 Northeast Conference and will participate in the leadership program. NECTFL will provide: conference registration, three night's lodging, participation on Thursday in a leadership orientation program and one pre-conference workshop, an invitation to the Friday Chair's Reception and follow-up mentoring by NECTFL board members and state association leaders. Recipients are responsible for: travel costs, meals not listed, incidentals and personal expenses, a specific plan of action, conceived through activities at the conference and developed following the conference in cooperation with assigned mentors. A two-page outline of the plan of action must be submitted to NECTFL and the state association within six weeks of the end of the conference. The plan of action will then be carried out during the academic year following the conference. **Deadline for applications: December 1, 2009.** For further information visit the web at: <http://www.dickinson.edu/prorg/nectfl/mead.html>

The Rockefeller Foundation

One-month residencies at the Bellagio Study Center near Lake Como, Italy, provide the opportunity for work uninterrupted by the usual professional and personal demands. Each year resident scholars, artists, writers, scientists and policymakers are selected as part of a competitive application process. Residents must expect their work to result in publication, exhibition, performance, or other concrete product. **Applications will be available on the web in late fall for residencies between August 17 and November 30, 2010.** Contact: Rockefeller Foundation, Bellagio Center Office, 420 Fifth Avenue, New York, NY 10018-2702; e-mail: bellagio@rockfound.org; web: <http://www.rockfound.org/>

U. S. Holocaust Memorial Museum

The Center for Advanced Holocaust Studies awards fellowships of up to nine months to candidates working on their dissertations, postdoctoral researchers, senior scholars, as well as immediate post-docs and faculty between appointments. Stipends range up to \$3,500 per month. Fellows are responsible for securing their own housing accommodations and health insurance. **Application deadline: November 24, 2009.** For further information visit the website at: <http://www.ushmm.org/research/center/fellowship/>



More Opportunities for Faculty

Opportunities in Germany

DAAD: Information Visits to Germany

DAAD supports visits to Germany by groups of college and university students accompanied by a faculty member. The visit is intended to increase knowledge of, and familiarity with specific academic, scientific, or cultural subjects and/or institutions in Germany. The group should consist of 10-15 students. Participants may be drawn from more than one institution. Fluency in German is not required, but it is highly desirable. The proposed program should have a meaningful relationship to the curriculum pursued at the home institution. DAAD will provide a small daily subsidy to each student and the faculty member. **Deadlines: November 1 (for trips beginning between March 1 and June 1 of the following year); February 1 (for trips beginning between June 1 and September 1 of the same year); May 1 (for trips beginning no earlier than September 1 of the same year).** For further information contact: DAAD, 871 United Nations Plaza, New York, NY 10017-1814; phone: 212-758-3223; fax: 212-755-5780; e-mail: daadny@daad.org; web: <http://www.daad.org>

DAAD Faculty Research Visit Grant

DAAD offers grants for one to three months in all academic disciplines to scholars at U.S. and Canadian institutions of higher education to pursue research at universities, libraries, archives, institutes or laboratories in Germany. Applicants must be citizens or permanent residents of the United States or Canada. **Application deadlines: November 15, 2009, and May 15, 2010.** For further information contact: DAAD, 871 United Nations Plaza, New York, NY 10017; phone: 212-758-3223; e-mail: schenkl@daad.org; web: <http://www.daad.org/?p=researchvisit>

Berlin Program for Advanced German and European Studies

The Berlin Program for Advanced German and European Studies offers up to one-year fellowships at the Freie Universität Berlin to scholars in all social science and humanities disciplines. The Berlin Program fellowships are awarded for doctoral dissertation field research as well as post-doctoral research. **Application deadline: December 1, 2009.** For further information and to download an application form, visit the web at: <http://userpage.fu-berlin.de/~bprogram/>

West African Research Opportunity

West African Research Association (WARA) Post-Doctoral Fellowship Competition

Applications are being accepted for the WARA Post-Doctoral Fellowship for research in West Africa during the summer of 2010. Awardees will conduct research for a two to three-month period in order to 1) complete or elaborate upon an earlier project; 2) initiate a new research project; or 3) enhance their understanding of a particular topic in order to improve teaching effectiveness or broaden course offerings. Funded through the Bureau of Educational and Cultural Affairs of the U.S. State Department, this competition is open to U.S. citizens already holding a PhD. All applicants must have been affiliated with an institution of higher education or research within the last three years. Each fellowship will provide round trip travel to a West African country and a stipend of up to \$3,500. **Application deadline: January 10, 2010.** For further information contact: WARA, African Studies Center, Boston University, 270 Bay State Road, Boston, MA 02215; phone: 617-353-8902; fax: 617-353-4975; e-mail: wara@bu.edu; web: http://www.bu.edu/africa/wara/fund_postdoc.htm

CIEE International Faculty Development Seminars

The Council on International Exchange (CIEE) provides a series of overseas seminars 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. Application deadline is **March 1, 2010.** For further information, or to apply online, visit the CIEE website at: <http://www.ciee.org/ifds>



FACDIS Faculty Reports

Meeting: 2009 Scholar-Diplomat Program: *American Century II or Global Century I? Barack Obama and the World in the 21st Century*, March 25-27, 2009

Faculty Member: **T.J. Park**, Department of History, West Virginia State University

A Report on the Usefulness of the 2009 Scholar-Diplomat Program

As always, the Scholar-Diplomat program is a prestigious opportunity for me to acquire current opinions on international affairs from experts and has served for my goals in teaching. This year's program helps me enrich class discussions that I have pursued. I am currently teaching the second half of US diplomatic history in which I encourage students to join class discussions on various aspects of US foreign policy. My current class is better than those in the previous semesters, especially because most of students in the class are interested in class topics and are willing to learn. Accordingly, I preferred to bring the opinions of experts directly to class discussions. I have already referred to several sessions of this year's Scholar Diplomat Program in order to provide my students with current opinions of experts on some of class subjects. For example, students are naturally interested in President Obama himself and are curious about what would be his preferred policies on the current situations in Iraq and Afghanistan. I found David Rothkopf's discussion particularly useful when we discussed US policy toward the Middle East in the 20th century. Adam Howard's session was also referred to. Likewise, students were concerned about North Korea's missile launch then and I discussed the issue with them by referring to Morton Abramowitz's opinions. Although I had not enough time for further implementation due to a pressed class schedule, I had once planned to use some of the written materials given from the FACDIS for further discussions in class. I think that some of these articles will be useful for classes in the next semester. At any rate, this year's Scholar Diplomat Program greatly served my class as before.

Meeting: Latin American Studies Conference (LASA), Rio de Janeiro, Brazil, June 11-14, 2009

Faculty Member: **Jan Rezek**, Department of Social Sciences, WVU Institute of Technology

Rethinking Inequalities

Bom dia! I would like to thank everyone for the opportunity to attend the "Rethinking Inequalities" LASA Conference in Brazil this June. Thanks to FACDIS and the LASA conference grants I was able to afford the trip. It was my first time ever attending an International Conference and my first visit to Brazil. It was an exhilarating experience. The conference had approximately 8,000 people attending. It was held at the Pontifícia Universidade Católica do Rio de Janeiro. This is a private nonprofit university with approximately 17,000 students. The sheer size of the University and of the conference was an experience in and of itself.

I was somewhat apprehensive because of the fact I do not speak any Portuguese. While this would have been helpful, I managed to get by on the little Spanish I know. Many of the conference presenters presented in Spanish or English.

The conference was arranged by tracks. My presentation was placed under "Children, Youth and Youth Cultures." The panel I presented with was *Youth and 'The Urban' in Latin America*. The panel was a perfect fit of topics. My topic, *Formative Evaluation of an Adolescent Pregnancy Program (Hijas del Rey) in Colombia, South America* was paired with *Geographies of Street Children in Bogotá, Colombia*; *Mira a Esas Cholas: An ethnographic study of an urban public school in Peru*; and *La Mancha Que Deshonra: The Making of Juvenile Delinquency in Mexico City*. Not only did the topics complement each other but, as presenters, we all learned a lot from each other. Approximately 18 people in addition to the presenters attended this panel. This was a good turnout since this panel was at the same time as a popular Plenary Session.



In addition to the panel in which I presented, I attended various other panels. Among the panels I attended were presentations about *Child Labor, Sexual Violence, and Youth Inequalities*; *The Multiplicity of Latina Feminist Activisms*; *Healthcare Systems in Latin America*; and *Reconnecting with Poverty in Latin America*.

The film festival at the conference offered a wide variety of documentaries. One of my favorites was *Humillados y Ofendidos* (Humiliated and Affronted) about the uprising in 2008 of Bolivian indigenous peasants. One reason I liked this documentary was the fact that it was very current and demonstrated how these conflicts continue today.

I was able to meet and network with several individuals during the conference. I met a doctor from Costa Rica who was presenting on health care in Costa Rica. I also met a man from Mexico who worked for border patrol and was presenting on inequalities within the border control system. I met several people from Canada and England all doing academic research in Latin America. I also met a lawyer who runs a nonprofit agency to work in multifaceted ways with inequalities in Latin America. He has some plans for work in Colombia, South America and this was of much interest to me.

The conference was the manifest reason for my visit to Brazil but a very pleasant unintended consequence was learning a lot about another culture through local tours. Some of the information given by tour guides will be very valuable for me when giving examples of cultural relativity in sociology class. Brazil is a beautiful country with very contrasting images of rich and poor living right next to each other. We stayed in the luxurious Sheraton Rio where we could see the beautiful beach and night life on one side and the Favelas or slums on the other side. This paints a striking contrast of the life there. Sadly, some people romanticize the Favelas by offering tours to look at the poor. It seems in every country we can find ways to capitalize on the poor. This is not to say there is not a reason to visit or learn about Favelas. They are generally rich in culture and consist of mostly hard-working people who are proud of their community and family. Most have “Bairrismo” or community pride.

Some of the positive things I learned about Brazil included initiatives to level the inequalities by making certain public school is available to everyone, a national health care system that benefits everyone, and lots of public space that belongs to the people so they can enjoy the beauty of the land. No beach in Brazil can be a private beach. Every beach belongs to the people and they utilize this. As a result of this, you can observe the very rich and the very poor coexisting on the same beach or in the same area of town. I saw a healthy, active group of people who enjoy and take much pride in their country. I met friendly open hearts who were helpful and more than happy to share the beauty of their country.

Highlights of the trip:

1. Learning: Lots of new information to utilize in courses. It is my belief that the more culturally enriched a professor becomes the more culturally aware the students can become.
2. Exposure to an international conference and meeting people from all over the world.
3. Experiencing a new culture first hand. The sights, tastes and sounds as well as the social structure and people all help to form this new experience.
4. Experiencing the beauty of this country and its people.

Goals for myself:

1. To become fluent in Spanish. I speak a little Spanish but this conference made me even more aware of the value of knowing more than one language.
2. To continue exposing myself to as many cultures as possible to enrich my lifelong learning experience.
3. To share this information in an academic format in appropriate courses.

Again, I want to say “Obrigada” or *Thank you* to all those who helped me to accomplish this journey. I am forever enriched by the experience.



—FACDIS Faculty Reports continued from page 17—

Meeting: 2009 Scholar-Diplomat Program: ***American Century II or Global Century I? Barack Obama and the World in the 21st Century***, March 25-27, 2009

Faculty Member: **Nancy Nanney**, Department of Humanities, WVU-Parkersburg

During the 2009 summer session, I am scheduled to teach ENGL 222: World Literature 2, which covers a broad spectrum of works from the modern period. Students read, discuss, and write about different genres of literature by international authors. The course textbook includes the socio-political context for each work as well as responses certain works have generated globally. My approach to teaching world literature focuses on helping students to understand the era in which each selected text was originally written as well as the relevance of the work to society today. In this regard, I'm sure that my participation in the 2009 John A. Maxwell Scholar-Diplomat Program last month will have a positive impact on this course. Having the opportunity to meet with speakers at ten different Washington, DC research institutions has greatly increased my awareness of the scope of international research conducted in the DC area and the resultant range of viewpoints. For example, the well-informed and balanced discussions, as well as suggested readings, resulting from meetings with Adam Howard (the Office of the Historian, U.S. Department of State) and Peter Beinart (Senior Fellow, U.S. Foreign Policy, Council on Foreign Relations) should aid in teaching contemporary Middle Eastern literature. I also appreciated the presentation by Francisco Gonzalez (Riordan Roett Associate Professor of Latin American Studies, SAIS, The Johns Hopkins University), whose broad perspectives of Latin America can provide a useful framework for discussing the literature of the region. The information provided by Robert O. Krikorian [Europe-Eurasia (EUR) Division, Office of Research, U.S. Department of State] regarding Russia and Turkey can contribute to the analysis of literary and film selections from these countries. The attention given by Ambassador Morton Abramowitz (Senior Fellow, The Century Foundation) to North Korea and South Asia, as well as the current administration's approach to international affairs, can help connect East and South Asian literature to today's international concerns. The explanation by Karen Donfried (Executive Vice President, The German Marshall Fund of the United States) of the scope of The German Marshall Fund suggests that this research center may provide background information useful for teaching modern Eastern European literature. During the program, I also benefited from informal discussions with West Virginia colleagues, conversing about their international interests/perspectives and experience. Some of their ideas and resource suggestions can also aid in my course development.

2010 Scholar-Diplomat Program

Washington, DC

April 7-9

Further details will be mailed in January.



Web Resources and Videos

East Asia:

www.asiasociety.org

China:

www.uni.edu/becker/chinese2.html

educational videos:

**Heart of the Dragon Series. Working, Creating, Understanding, Cooking, Caring, Living, etc.:* can still buy old copies from \$1 up on amazon.com.

movies of note:

**The Last Emperor:* excellent both from the standpoint of history and drama, a rare blending of the two which takes the story from 1908.

Japan:

www.uni.edu/becker/japanese222.html

educational videos:

**The Colonel Comes to Japan:* excellent look at the clash of cultures.

movies of note:

**Black Rain [Kuroi Ame] (1991):* This is a powerful film that deal with the aftermath of the bombing of Hiroshima.

**Grave of the Fireflies (1988):* extremely effective anime which recounts, through the eyes of two children, the firebombing of Kobe during World War II.

**Rashomon (1950):* a classic

**Seven Samurai (1954):* another classic

The Last Samurai (2003): loosely based on historical episode of 1877

**Tora! Tora! Tora! (1970):* Pearl Harbor told through the eyes, policies and persons of Americans and Japanese; still one of the strongest commercial movies of the event.

***These videos are available through inter-library loan from the WVU audio-visual library.**



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