



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

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

Plans are virtually complete for the annual John A. Maxwell Scholar-Diplomat Program, this year on the topic of *The U.S. and International Environmental Issues*. The ninth in the series of three-day briefings in Washington, DC, for FACDIS faculty, this popular and successful faculty development program is modeled after the old U.S. State Department "Scholar-Diplomat Program," held in the 1970s for faculty from across the country. Ten FACDIS members will participate. Selection is based largely on teaching responsibilities and how attendance in the program can benefit the faculty member's teaching.

FACDIS Co-Director Michael Strada has organized this year's program, and will lead the group, assisted by Ann Levine, FACDIS Assistant Director. The 1999 program includes an impressive array of speakers from the U.S. Departments of State and Energy, the EPA, UNEP, Worldwatch Institute, the Environmental Defense Fund, the World Resources Institute, Resources for the Future, and the House of Representatives and Senate.

Many faculty have already applied for this program, and those selected will be notified by March 2. Faculty will recall that this program is named in memory of our late Co-Director, who originated the idea for FACDIS to organize these private briefings in Washington. After his death, a fund was established which enables FACDIS to purchase books for faculty who participate.

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FACDIS 19th Annual Workshops "Population and Migration" November 15-16, 1999 (Monday-Tuesday)

"Population and Migration" will be the focus of the 19th Annual FACDIS Workshops. The topic will be examined from four different viewpoints. This semester, FACDIS Co-Director Jack Hammersmith will select and invite nationally-known consultants to lead workshop sessions on the sub-themes. We urge members to contact us with suggestions of experts to lead the sessions, especially those noted for their interest in instructional improvement. Please call or e-mail your ideas to Ann Levine (alevine@wvu.edu) or Jack Hammersmith (jhammer@wvu.edu). Also, please place the dates of November 15-16, 1999, on your new calendar. See you in Morgantown next November!

IMPROVED AND EXPANDED FACDIS WEB SITE:

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

In the FACDIS office we are working to get more of our resources on the web. Participants in last Fall's annual workshops will recall the extensive information associated with the theme of "Global Trade" that was on the website designed to accompany and supplement the workshops. The bibliographies, syllabi, and myriad links are still there, if you have not yet examined this site.

In addition, faculty can access the entire "FACDIS Catalog of Audio-Visual and Simulation Materials in International Studies," which has now been placed on-line. Over 900 materials listed here are available for *free* loan to FACDIS members from the WVU Audio-Visual Library. Arrange to borrow materials through the Inter-Library Loan Librarian on your campus.

The FACDIS Directory of Members is also on-line. This resource includes current and background information on our 375 members, including e-mail addresses when available. Check your information (click on the appropriate letter of the alphabet to access names in alphabetical order) and let us know what changes we should make. Our next challenge is to learn how to update and add new faculty.

Finally, we are in the process of adding the Brazil modules to the web site. Fourteen FACDIS faculty participated in a four-week grant funded "Group Projects Abroad" trip to Brazil last summer. The faculty members developed teaching modules to infuse a focus on Brazil into the courses they teach. Project director Michael Strada prepared an overview, "Brazil Faces Global Economic and Environmental Pressures" to introduce the issues. The faculty developed modules to accompany the following courses:

BRAZIL MODULES

Gerald Beller, WV State	Political Science 410: Politics of Third World
Kwame Boateng, WV Wesleyan	Political Science 325: Comparative Developing States
Kenneth Cosgrove, Bethany	Political Science 225: Introduction to American Government
Ronald Fortney, Salem-Teikyo	Environment 100: Environmental Issues and Policies
Mack Gillenwater, Marshall	Geography 604: Geography of Latin America
Pablo Gonzalez, WVU	Spanish 292A: Latin American Culture and Civilization
Linda Kinney, Shepherd	Economics 399: Special Topics: Econ. of Developing Countries
Clinton Maffett, Bethany	Political Science 321/Interdisciplinary 112: Nature and Society
Patricia Mulvey, Bluefield	History 408: Latin American History
Pat Ryan, Fairmont	Political Science 413: Area Studies: the Developing World
Vijay Shah, WVU-Parkersburg	Management 311: Principles of Management
Michael Smith, Glenville	Political Science 304: Comparative Government
Kenyon Stebbins, WVU	Sociology/Anthropology 155: Cultures of Latin America

FACDIS Office:

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Ann Levine, Assistant Director, Dept. of Political Science, WVU; 304-293-7140; email: alevine@wvu.edu
Sharon Nestor, FACDIS Secretary, Dept. of Political Science, WVU; 304-293-7140; email: snestor@wvu.edu

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

UPCOMING MEETINGS OF INTEREST

17th Annual EMU Conference: Language & Communication for World Business & the Professions. March 11-14, 1999. San Diego, CA. Contact: CIBER, San Diego St. Univ., 5500 Campanile Dr., BA 428, San Diego CA 92182; (619) 594-6023; Fax: (619) 594-7738; email: ciber@mail.sdsu.edu

Southeast Regional Middle East and Islamic Studies Spring Seminar (SERMEISS). March 12-14, 1999. St. Andrews Presbyterian College, Laurinburg, NC. Contact: John Parcels, SERMEISS, PO Box 8023, Georgia Southern Univ., Statesboro GA 30460-8023; email: parcels@gsvms2.cc.gasou.edu

25th Annual Third World Conference. March 17-20, 1999. Chicago, IL. Theme: "Third World and Global Development: Reconstruction and Redefinition." Contact: Roger K. Oden, Program Committee, 3rd World Conference Foundation, 1507 E. 53rd St., Suite 305, Chicago, IL 60615-4509; (773) 241-6688; Fax: (773) 241-7898.

Southeastern Council on Latin American Studies (SECOLAS). March 18-20, 1999. Univ. of Southwestern Louisiana, Lafayette, LA 70504. Contact: Thomas Schoonover, Dept. of History, Univ. of Southwestern Louisiana, Lafayette, LA 70504

National Social Science Association, April 11-13, 1999. Las Vegas. Contact: NSSA Las Vegas Meeting, 2020 Hills Lake Dr., El Cajon CA 92020-1018; (619) 448-4709; Fax (619) 258-7636; email: natsocsci@aol.com

19th Annual Conference on the Holocaust, "Anne Frank and the Holocaust: The Uses and Misuses of the Person and the Diary," April 18-19, 1999. Millersville PA. Contact: Jack Fischel, Dept. of History, Millersville University, Millersville PA 17551-0302; Fax: (717) 871-2485.

Organization of American Historians (OAH). April 22-25, 1999. Toronto, Canada. Theme: "Building Bridges Between American History and World History." Contact: OAH, 112 N. Bryan St., Bloomington IN 47408-4199; (812) 855-7311; web: <http://www.indiana.edu/~oah>

Conference on "Human Rights: Changes and Challenges," April 29-May 1, 1999, Georgia Institute of Technology, Atlanta, GA. Contact: Alice Bullard, School of History, Technology, and Society, Georgia Tech, Atlanta GA 30332-0345; (404)894-1819; email: alice.bullard@hts.gatech.edu

American Association for History and Computing Annual Meeting, "How Computing Technology will Transform Teaching, Learning, and Education," April 23-25, 1999. Philadelphia. Contact: Dr. G. Mick Smith, PO Box 3009, Malvern PA 19255-0709; (610)251-2716; e-mail: gmsmith@cpcusociety.org; web page: <http://www.bnpages.com/history/gmsmith>

6th Biennial International Conference of the European Community Studies Association (ECSA). June 3-5, 1999. Pittsburgh PA. Contact: ECSA, Univ. of Pittsburgh, 405 Bellefield Hall, Pittsburgh PA 15260; (412) 648-7635; e-mail: ecsa+@pitt.edu

6th International Computers in the History Classroom Conference, "Beyond the Millennium: Teaching and Learning History in the 21st Century," June 30-July 3, 1999. University Without Walls, Saratoga Springs, NY. For details, visit website at <http://www.skidmore.edu/administration/uww/Skidmore/CHCFolder/index.html> (If you have trouble with this address as we did, first go to [skidmore.edu](http://www.skidmore.edu), then to Administrative Offices, then to Summer Conference Programs).

American Association of Teachers of French (AATF). July 11-14, 1999. St. Louis, MO. Contact: Jayne Abrate, Exec. Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois Univ., Carbondale IL 62901; (618) 453-5731; Fax: (618) 453-5733; email: abrate@siu.edu; Web: <http://aatf.utsa.edu/>

7th Annual Working Conference for College Faculty, "Using Cases and Classroom Assessment to Improve Learning and Teaching," July 31-August 5, 1999. University of British Columbia, Vancouver, BC. Contact: Rita Silverman, Center for Case Studies in Education, Pace University, 861 Bedford Road, Pleasantville NY 10570; (914) 773-3879, Fax (914) 773-3878; e-mail: rsilverman@fsmail.pace.edu; web: <http://www.pace.edu/CTRCaseStudies>

FACULTY & INSTITUTIONS: NEWS AND NOTES

Jack Hammersmith (History, WVU) has been named finalist for the Faculty Merit Foundation Professor of the Year Award. Other finalists include Julio Davalos, a professor of civil engineering at WVU, and Frank Gilliam, a professor of biological sciences at Marshall. The award, sponsored by Columbia Gas Transmission, provides a \$10,000 award to the winner. Dr. Hammersmith, Co-Director of FACDIS, has been a faculty member at WVU for 30 years. He was awarded the John R. Williams Outstanding Teacher Award by the WVU Honors Program last year, and was named the West Virginia Professor of the Year by the Council for Advancement and Support of Education in 1992. The winner will be announced at a special ceremony in Charleston on Wednesday, February 17.

WVU's Political Science Department (FACDIS's administrative "home") has recently received national recognition in two areas. The department was ranked among the nation's top 25 departments in the area of public law, according to a recent study published by the Law and Courts Section of the American Political Science Association (APSA). WVU was ranked 18th in research produced in this political science sub-field. The ranking was based on the number of articles published in the top four journals of the discipline. In addition, the department was also included among the top 50 colleges and universities in research by *PS: Political Science and Politics*, a journal of the APSA.

The University of Charleston is presenting a 1999 Spring Course, "Experience India," cross-listed three ways – History, English, and Religion. This course is an outgrowth of the FACDIS Fall 1997 conference, and is spearheaded by Robert Newman, Chair of the Department of Humanities and Director of the Lay Academy of Religion. The semester-long program included a January 27 community-wide address by keynote speaker, Gerald Larson, Director of the India Studies Program at Indiana University, and workshop leader at the 1997 FACDIS conference. The course will conclude with an April 28th address by His Excellency, Naresh Chandra, Ambassador of India to the U.S. Other University of Charleston faculty on the teaching team include Sarah Adams (History), and Robert Rempe and Aban Kavasmaneck (English). For a complete course schedule, required assignments and questions, and links to other web sites about India, visit website: <http://www.uchaswv.edu/library/layacad.html>

International Business and Economics Training (IBETS) at Shepherd College is a conference for West Virginia/regional business people and interested academics on March 1-3, 1999 on the campus of Shepherd College in Shepherdstown. An impressive program has been developed, with a focus on doing business in Europe. Representatives from the embassies of Germany, France, the U.K., Norway and the Netherlands, from European business councils, plus representatives from the State and Commerce Departments and other U.S. agencies, will participate. The cost of the conference, including lunches and dinners, is \$150. (Partial registration is possible.) While the published registration deadline is February 12, the conference will try to accommodate late registrations from FACDIS members. To register, contact FACDIS member and conference registrar: Hannah Geffert, Department of Political Science, Shepherd College, Shepherdstown WV 25443; (304) 876-5498; Fax: (304) 876-5193; e-mail: sh350015@shepherd.wvnet.edu. Visit the website at: <http://www.wvutdc.org/ibets.html>

WV State College's Office of International Affairs, now in its second semester of existence, publishes a newsletter, *Le Journal*. The Spring 1999 issue describes the international studies minor, and the new "Introduction to International Studies" course, being team-taught this Spring by Dr. James Natsis, Coordinator of International Affairs Office, and Dr. Tee Ford-Ahmed, project director of Title VI grant. To receive a copy of the newsletter, contact James Natsis at 304-766-4249 or by e-mail: natsisja@mail.wvsc.edu

Will Oliver (Social Sciences, Glenville State College) and **Elaine Bartgis (Criminal Justice, Fairmont State College)** have recently published "Community Policing: A Conceptual Framework," in *Policing: An International Journal of Police Strategies and Management*, 21 (No. 3, 1998).

Joe D. Hagan (Political Science, WVU) was appointed to the Editorial Board of the *International Studies Quarterly* and is completing his year as program chair of the February 16-20, 1999 annual International Studies Association (ISA) conference.

EDITOR'S NOTE: We are collecting URL addresses for faculty web pages. Please send us your web address for inclusion in next newsletter.

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Seminar on *International Justice and Democratic Transitions* - June 3-4, 1999 in Madison, WI

The Carnegie Council on Ethics and International Affairs seeks applicants to attend its June 3-4, 1999 faculty development seminar on *International Justice and Democratic Transitions*. To be held on the campus of the University of Wisconsin, the seminar is for college professors who teach international relations in political science, philosophy, history, sociology, or anthropology, and who are interested in exploring the ethical dimensions of democratic transition by taking part in discussions with noted figures from the academic, policy, and media communities. The goal is to incorporate the material into teaching and research.

Questions to be addressed include: What is the proper relationship between justice and order in countries undergoing democratic transition? To what extent do domestic mechanisms for addressing past injustices provide justice and some sense of closure to a society and individuals who were victimized by years of authoritarian rule? What role should international actors play in the search for justice, and at what price? Whose version of justice is being advanced? What happens when domestic and international groups have different understandings of what constitutes justice?

Presentations will be by noted experts including staff writer Philip Gourevitch of the *New Yorker*; David Scheffer, the U.S. State Department's Ambassador at Large for War Crimes Issues; Jane Holl of the Carnegie Commission on the Prevention of Deadly Violence; Susan Woodward of the Brookings Institution; plus academic presenters from the University of Wisconsin and other major universities.

Registration, housing, and most meals will be provided. Participants are responsible for travel and all personal expenses. **Application Deadline: March 31, 1999.**

To apply, please send curriculum vitae and a cover letter stating your interest to: Faculty Development Seminar, Carnegie Council on Ethics and International Affairs, 170 East 64th Street, New York NY 10021-7478; (212) 838-4120. For further information visit web page at: <http://www.cceia.org/seminar.htm>

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

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

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

The conference will open on Friday evening with a welcome dinner and keynote address, and continue all day on Saturday with sessions on "Re-examining World Cultures: A Global Perspective;" "The Individual in the Global Economy;" and "Regional Cooperation (EU, ASEAN, NAFTA).

Some of the many Pitt presenters include Reid Andrews (Afro-Brazilian Culture); Nancy Condee (Contemporary Russian Culture); Joseph Alter (Anthropology, India); Jim Cassing (Economics, NAFTA); Tom Rawski (Economics, ASEAN); Alberta Sbragia (European Union); and Ronald Linden (East Europe Integration into EU).

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

For further information on lectures and sessions, see website at <http://www.ucis.pitt.edu> under "Upcoming Events: Global Conference 99." **Application Deadline: April 16, 1999.**

For further information or to register contact: Rosalind Eannarino, Outreach Coordinator, Center for Latin American Studies, 4E33 Forbes Quadrangle, University of Pittsburgh, Pittsburgh PA 15260; (412) 648-7397; Fax: (412) 648-2199; e-mail: alinda+@pitt.edu

FACULTY OPPORTUNITIES (cont.)

Canadian Studies 1999 Faculty Institute

Canada on the Eve of the Millennium is the theme of the 1999 Canadian Studies Faculty Institute, sponsored by the Northeast National Resource Center on Canada. A two-week study tour is being offered for university and college faculty interested in Canada from **June 19-July 2, 1999**. The purpose of the Faculty Institute is to provide faculty at U.S. institutions with an in-depth understanding of Canada by focusing on contemporary political, economic and cultural issues.

Participants will travel by van, ferry, and train throughout eastern and central Canada, attending lectures, participating in field trips, and visiting historical and cultural sites. Fifteen people will be selected to participate. The Institute will take place in the provinces of Nova Scotia, Prince Edward Island, New Brunswick, Quebec, and Ontario.

The cost is **\$900**, which covers double-occupancy accommodations, transportation, lecture and admission fees, and field trips. Participants pay for all meals.

Priority will be given to applicants who either teach a Canadian-content course; plan to develop a Canadian-content course; conduct Canadian research; and/or are developing a Canadian Studies Program.

To keep costs down, the Institute will start and end at Boston's Logan airport, allowing participants to take advantage of domestic airfares. The group will take the Portland-Yarmouth ferry arriving in the Maritime provinces by water. Academic programs will be arranged in Halifax, Charlottetown, Quebec City, Montreal, and will conclude in Ottawa just after Canada Day on July 1.

The Institute will be hosted by Andre Senecal (University of Vermont), Jeanne Kissner and Richard Beach (SUNY-Plattsburgh), and Stephen Hornsby (University of Maine).

To apply, send letter including information on Canadian-related teaching or research, previous study and travel in Canada, attach current C.V., and mail (or fax) to: Canadian-American Center, University of Maine, 154 College Avenue, Orono, Maine 04473. Fax: (207) 581-4223. **Application Deadline: March 15, 1999.** (For further information, contact Stephen Hornsby, Director of the Center, at 207-581-4220.)

21st Annual Quebec Summer Seminar

The Center for the Study of Canada at SUNY-Plattsburgh announces the 21st annual Quebec Summer Seminar to be held in Montreal and Quebec City from **August 8-15, 1999**. As in the past, the purpose of the Seminar is to provide a select group of 20-25 academicians at institutions of higher learning in the U.S. and abroad with current information about social, economic, cultural and political life in contemporary Quebec. Since 1979, over 450 faculty have participated in this program.

The program will be comprised of lectures and discussions in an informal setting with noted academics, politicians and cultural leaders. More than 20 prominent Quebecois from government, higher education, the media, and the arts address the group each year. In addition, cultural events will be scheduled.

The cost is **\$500**. Those attending will be housed at the Hotel de l'Institut while in Montreal and at a residential college while in Quebec City. Transportation during the seminar will be provided by the program as well as the cost of an opening dinner, reception, closing luncheon, and several cultural events.

Priority will be given to applications who presently teach a Quebec content course; teach a Canadian content course with a French Canada component; plan to develop either of the above; are currently undertaking research on French Canada or Quebec-oriented topics (or are planning to do so). The seminar is conducted in English, though there are frequent opportunities to converse "en français."

Seminar Directors are Jeanne Kissner and Richard Beach, Directors of the Center for the Study of Canada at SUNY-Plattsburgh, 133 Court Street, Plattsburgh NY 12901.

For application, contact above at (518) 564-2086; Fax: (518) 564-2112; e-mail: canada@plattsburgh.edu. Web: <http://canada-acsus.plattsburgh.edu/cesca/QSS99.htm>
Application Deadline: April 30, 1999.

FACULTY OPPORTUNITIES (cont.)

NSF Chautauqua Short Courses

The 1999 "Faculty Development Program: NSF Short Courses for College Teachers" are an annual series of forums lasting several days, geared for teachers of natural or social sciences. Forums are held at colleges and universities across the country, and are led by distinguished invited scholars who teach the courses. Participants or their institutions must pay the cost of lodging, meals, and travel. There are no course registration fees; however there is an application fee of \$40 (which is refunded if applicant is not appointed to the course applied for).

See website at <http://www.engrng.pitt.edu/~chautauq/> for more information, or request brochure from: Nicholas G. Eror, Chautauqua Program, 323 Benedum Hall, University of Pittsburgh, Pittsburgh PA 15261; (412) 624-9761; Fax: (412) 624-1108; e-mail: eror@engrng.pitt.edu. Application can be made on-line at the web site or can be down-loaded. The brochure also includes the short application form. All applications must be submitted to the Field Center Director in charge of the course (see addresses below).

While the majority of the short courses are designed for faculty in the hard sciences, the following courses may be of special interest to FACDIS members.

Archaeoastronomy in Mayan Belize - March 17-20, 1999, in Belize. Led by R. Robert Robbins, Professor of Astronomy at the University of Texas. The program will be oriented toward participants who have some knowledge and background in the history and thought of Mayan culture, and will involve lectures, discussions, and archaeoastronomical field trips in Belize and Guatemala to examine the various methods that the Maya employed to construct their observatories in stone to aid in seeking astronomical significance. Travel to Belize and all costs in Belize will be paid by the participants. Application sent to: James P. Barufaldi, Science Education Center, EDB 340, University of Texas at Austin, Austin TX 78712; (512) 471-7354; Fax: (512) 471-8466; e-mail: jamesb@mail.utexas.edu

Tropical Forests in Costa Rica - April 20-24, 1999, in Costa Rica. Led by Barbara Bentley, Professor of Plant Ecology at the University of Utah. Course is intended for teachers of environmental science or related courses. The program will provide an introduction to the complexity and diversity of tropical forest

ecosystems with visits to two field stations, one in the rainforest and one in a tropical dry-deciduous forest. Participants must make own arrangements for transportation to Costa Rica, and pay for all costs in the country. Last year these "in-country" costs were about \$450. Applications to: Lester G. Paldy, Center for Science, Mathematics and Technology Education, SUNY-Stony Brook, Stony Brook NY 11794-3733; (516) 632-7075; Fax: (516) 632-7220; e-mail: lpaldy@ccmail.sunysb.edu

Achieving Peace and Stability in the Persian Gulf: A Middle Eastern Perspective, April 15-17, 1999, New York City. Led by Seyed Kasen Sajjadpour (Institute of Political and International Studies) and Lester Paldy, (SUNY-Stony Brook). Seminar will examine Persian Gulf stability and security issues from a Middle Eastern perspective. Organized by SUNY-Stony Brook and the Iranian Permanent Mission to the UN. For more information or to apply contact Professor Paldy (see address and e-mail above.)

Nuclear Proliferation, March 25-27, 1999, Brookhaven National Laboratory, Long Island, NY. Led by Mark Sakitt of Brookhaven. Designed for faculty who wish to explore current issues related to efforts to prevent the spread of nuclear weapons. Seminar will discuss the connection between peaceful nuclear technology (e.g. nuclear power), and nuclear weapons technology. Current treaties and possible future restrictions will be analyzed as well as compliance-monitoring arrangements. To apply, contact Lester Paldy (see above).

Watching the Television News: An Exercise in Political Science, June 14-16, 1999, Philadelphia, PA. Led by Mathew R. Kerbel, Villanova University. Journalists who have a jaded view regularly skew everything from how the political system is supposed to function to what motivates the behavior of political figures. Such misrepresentation is the unintentional product of a cynical culture of journalism, but it is pervasive, and subtle. Skills are required to identify and decipher the misleading messages imbedded in television news stories. Applications to: Leonard Muldawer, Chautauqua Short Course Program, Barton Hall BA-316, Temple University, Philadelphia PA 19122-6082; (215) 204-7668; Fax: (215) 204-5652; e-mail: muldawer@vm.temple.edu

FACULTY OPPORTUNITIES (cont.)

More Chautauqua Short-Courses

Creating Course Materials for the World Wide Web, May 27-29, 1999, Austin, Texas. Led by Min Liu, University of Texas at Austin. Purpose of this course is to provide hands-on experiences for faculty who are interested in developing web-based course materials and will cover: (1) the issues of how to develop effective web-based instruction; (2) hands-on experience of learning basic and intermediate HTML; (3) demonstration of advanced web-related technologies. By the end of the course, the participants will have put their course syllabi, and some of the course instruction on the web. Course will be taught in a Macintosh lab. Applications should be sent to the Director of the Texas Field Center, Dr. James Barufaldi (see address on previous page); e-mail: jamesb@mail.utexas.edu

Advanced Guide to the Internet and Web Publishing, May 12-14, 1999. Dayton, OH. Led by Wayne Summers, New Mexico Highlands University. Participants will learn about advanced resources available through the Internet and how to find and access these resources. Participants will gain hands-on experience developing advanced Web pages. Course will include extensive experience in browsing Internet sites, as well as designing and creating advanced HTML documents. Among the tags that will be used in the development of HTML documents will be backgrounds, tables, image maps, and frames. CGI programming, Javascript, ActiveX, Java, and other web programming tools will also be considered.

Web Programming, May 16-18, 1999, Dayton, Ohio. Led by Wayne Summers (see above). This course builds on the course above and covers advanced HTML topics including dynamic HTML, Scripting Languages, introduction to Java Applet Programming, introduction to Active X Programming, and an introduction to Perl and CGI. (For the more advanced student with experience writing HTML and programming in a high-level language). To apply for either of the above two courses in Dayton, contact: George K. Miner, Chautauqua Field Center, Department of Physics, University of Dayton, Dayton OH 45469-2314; (937) 229-2327; Fax: (937) 229-2185; e-mail: miner@neelix.udayton.edu

Aging and Eldercare in Rich and Poor Countries: Facing the 21st Century - April 8-10, 1999

The Center for Advanced Study of International Development (CASID) at Michigan State University is sponsoring a conference on *Aging and Eldercare in Rich and Poor Countries*, to be held at MSU in East Lansing, Michigan from April 8-10, 1999.

The birth rates in North America, Europe, Australia, and Japan now fall far short of the replacement level. By 1998, the declining and converging rates of birth and death in the more developed countries (MDCs) on these continents have created not only an extraordinarily high proportion of elderly people (almost 15%) but also a long life expectancy at birth that lack any global historical precedents.

Although the peoples from the less developed countries (LDCs) are comparatively still much younger and shorter-lived than those from the MDCs, they have nevertheless witnessed sharper plunges first in the death rates, and later in the birth rates, because of the transfers of western medical technologies to control infections and conceptions. Together, the plummeting death and birth rates are making the number of elderly people in the LDCs rise at a pace not seen even in the MDCs.

Aging in the 21st century will, therefore, pose different challenges to MDCs and LDCs, and provoke numerous policy debates. Topics of some of the conference sessions include: "The Biodemography of Aging: Does Living Longer Mean Living Sicker?"; "Eldercare in More Developed Countries;" "Eldercare in Lesser Developed Countries;" "The Rural-Urban Factor in Patterns of Eldercare;" and "The Effects of HIV/AIDS on Eldercare in LDCs."

The conference cost is \$90, which includes the opening reception and dinner on Thursday, and two lunches (Friday and Saturday). Lodging is additional.

For further information contact: Gail Campana, Educational Program Coordinator, CASID, Michigan State University, 306 Berkey Hall, East Lansing, MI 48824-1111; (517) 353-5925; Fax: (517) 353-4840; e-mail: gail.campana@ssc.msu.edu; Website: <http://www.isp.msu.edu/CASID/>

FACULTY OPPORTUNITIES (cont.)

Faculty Development in International Business (FDIB) Seminar Series at Univ. of South Carolina

The University of South Carolina's College of Business Administration will present the 11th annual **Faculty Development in International Business (FDIB)** program to be held in Columbia, SC from June 27-July 1, 1999. Seven seminars will be offered in a four and one-half day format. Designed for faculty who wish to add international dimensions to courses or to teach specific courses in international business, it is also useful to faculty who wish to benefit from a better understanding of the international aspects of business.

The program develops both professional knowledge about the fields of international business and the pedagogical skills that will enhance teaching. It also helps home institutions address the AACSB requirements for internationalizing business curriculum.

Seminar topics are: International Accounting; International Financial Management; Global Operations and Supply Chain Management; International Management; International Marketing; International Negotiations; and Survey of International Business. The cost of the program is \$1,950, which includes course instruction, materials, breakfasts and lunches, and selected activities. (Lodging is not included.) Some scholarship help is available. **Application Deadline: May 28, 1999.**

NEW: Also offered during the same time period is a first-time workshop designed for college and university professors of Spanish who are interested in business Spanish. It is also intended to provide an understanding of the field of international business, a source of employment for many foreign language majors. A maximum of 22 people will be accepted into this language program; the first 14 applicants are eligible for \$500 scholarships. Total cost of this program is \$650 (does not include lodging and dinners). **Application Deadline: May 28.**

For further information contact: Dr. Jeffrey Arpan, Director of FDIB, University of South Carolina: (803) 777-7435; Fax: (803) 777-3609; e-mail: arpan@sc.edu; or Keith Duprey at Daniel Management Center; (800) 393-2362; Fax: (803) 777-4447; web: <http://www.usdmc.org>

Faculty Development in International Business Seminars at University of Memphis

From June 10-13, 1999, a Seminar for Faculty Development in International Business (FDIB) program will be held at the University of Memphis, designed to help faculty teach in a global context by infusing international material into new and existing courses. Faculty may choose from four seminars: International Business, International Finance, International Management, and International Marketing. This is similar to the South Carolina program described above, but slightly shorter (3½ days: Thursday evening - Sunday), and less expensive.

This program is sponsored by the Centers for International Business Education and Research (CIBERs) at Duke University, Georgia Tech, Michigan State, Texas A & M, Ohio State, and the University of Memphis. There are 26 CIBERs nationwide, designated by the US Department of Education to increase America's international competitiveness through business outreach, faculty/curriculum development, and international business research programs.

The program will begin with a reception and dinner on Thursday evening, June 10. Seminars begin on Friday morning and continue through Sunday. Faculty select only one of the four seminar courses.

The fee for the program is \$1,195 (if registered by April 30 and \$1,395 after that date). The fee includes instruction, seminar materials, three nights lodging, reception and dinner on Thursday, breakfasts, lunches, and coffee breaks.

A limited number of Faculty Fellowships in the amount of \$500 are available from the sponsoring CIBERs, reducing the cost of the program to \$695. To be eligible for Fellowship, you must register by April 30, and provide a one-page written statement describing how the program will benefit you and your institution. Statements should be submitted to the University of Memphis CIBER (see address below).

For more information on the program, its faculty, or for an application, contact: FDIB '99, Wang Center for International Business, 220 Fogelman Executive Center, University of Memphis, Memphis TN 38152-6482; (901) 678-2038; Fax: (901) 678-3678; e-mail: jtutor@memphis.edu

FACULTY OPPORTUNITIES (cont.)

Summer Curriculum Development Workshop in Russian Studies at University of Illinois - June 22-26

The Russian and East European Center (REEC) at the University of Illinois, Urbana-Champaign invites secondary and post-secondary instructors to take part in this five-day workshop to develop a more effective and interactive curriculum in Russian studies. The workshop will include sessions on: interactive curriculum development; how to use the Internet and design your own webpage; using feature and documentary films in classrooms; and lectures on *Russia Past and Present* by specialists in the field. There is no charge for the workshop, and REEC will provide free lodging for participants. For more information contact: Lynda Park at (217) 333-6022; lypark@uiuc.edu; web: <http://www.uiuc.edu/unit/reec>

Summer Fellowship Program in Korean Studies

The Korea Society offers the Annual Summer Fellowship Program in Korean Studies, a three-week intensive program in Korea for up to 19 American educators (at all levels of instruction, including college/university). The program will be held from June 29-July 18, 1998 at a leading Korean university. Applicants should have some knowledge of Korean culture and history, a strong commitment to accept the demands of participation in an intensive program, and a demonstrated ability to make a successful adjustment to a new cultural setting.

The program features lectures and discussion on Korean language, history, culture, art, politics and economics, as well as visits to places of historical and contemporary significance. Participants are also given time for independent research and exploration in the final week. This all-expenses paid program, supported by the Korea Foundation, includes round-trip airfare, accommodations, meals, and program fees.

Deadline: February 22, 1999. For more information and application contact: Ms. Yong Jin Choi, Director, Korean Studies Program, The Korea Society, 950 Third Ave., 8th Floor, New York NY 10022; (212) 759-7525; Fax (212) 759-7530; e-mail: korea.ny@koreasociety.org

Curriculum Development Program in Russian and East European Studies at University of Michigan

This program for college/university faculty provides small grants to support three- to five-day visits to the University of Michigan for curriculum development related to the former Soviet Union and/or Eastern Europe. The visits must be taken between May 1 and August 14, 1999. Contact: Donna Parmelee, CREES, Suite 4668, 1080 S. University, Ann Arbor MI 48109-1106; (734) 647-2238; e-mail: parmelee@umich.edu
Application Deadline: March 10, 1999.

Democracy: America, the World, The Future - Annual Summer on the Lawn Program at UVA

Where do we stand now in the global drive toward democracy, freedom, and peace? What realistic democratic expectations can we have for America and the world in the next decades? What are our responsibilities as citizens, and as a nation? UVA faculty and other experts will lead sessions from June 7-10, 1999, based on their research, teaching and direct involvement in global democratic development. Cost: \$695, includes the program, on-Grounds lodging, parking, materials, tour of Monticello, breakfasts and lunches, one Rotunda Dinner, and breaks. Fee with no lodging is \$575. **Deadline: May 7, 1999.** Contact: Summer on the Lawn, University of Virginia, PO Box 3697, Charlottesville VA 22903; (800) 346-3882; Fax: (804) 982-5297; e-mail: uvaseminars@virginia.edu

National Foreign Language Resource Center Summer Institutes at Iowa State University

The National Foreign Language Resource Center at Iowa State will host its 1999 Summer Institute, "New Technologies in the Foreign Language Classroom," from August 7-15, 1999. Participants will include methods professors at institutions of higher education as well as teachers/supervisors from schools (K-12). The Center provides participants' housing, meals, and a \$250 stipend. The program will focus on the critical need to prepare teachers at all levels to use and implement new technologies to enhance student learning. **Deadline for application: March 30, 1999.** For applications contact: NFLRC, N157 Lagomarcino Hall, Iowa St. Univ., Ames, IA 50011; (515) 294-6699; Fax: (515) 294-2776; e-mail: nflrc@iastate.edu. For more information see web: <http://www.educ.iastate.edu/nflrc>

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

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

The Center for Latin American Studies (CLAS) at Pitt will offer their third annual Summer Research Fellowship Program in Latin American Studies. Two fellowships will be offered in the amount of \$1,500 each, and the program is designed to bring fellows to Pitt for one month to provide access to research facilities. Fellows may come for any four-week period from May 3 through mid-August 1999. Competition is open to faculty from two- and four-year institutions in the US (outside of Pittsburgh) who do not have access to extensive Latin American library resources. More information on this opportunity is available from: Rosalind Eannarino, Coordinator of Educational Public Service, Center for Latin American Studies, University of Pittsburgh, 4E33 Forbes Quadrangle, Pittsburgh PA 15260; (412) 648-7397; email: alinda+@pitt.edu

East Asia Library Travel/Research Grant

Indiana University Library in Bloomington announces travel grants of up to \$250 to assist visiting scholars from outside the Bloomington area in their use of the library's East Asian Collection. Send letter with brief description of research topic, intended use of collection, and an estimated budget to: Thomas H. Lee, East Asian Librarian; Indiana University Library; E860; Bloomington IN 47405; leet@indiana.edu

Library Awards for Japan Scholars at Michigan

Grants of up to \$500 are available for Japan scholars from other institutions who wish to utilize the collection at the University of Michigan Asia Library until June 30, 1999. Interested scholars should submit a brief statement to the Center describing their research and need to use the Asia library collection, with estimated budget and vita, to: Asia Library Travel Grants, Center for Japanese Studies, Suite 3603, 1080 S. University, University of Michigan, Ann Arbor MI 48109-1106; email: umcjs@umich.edu

University of Chicago Library Grant-Asian Studies

Grants of up to \$250 are available for visiting scholars to use U. of Chicago's East Asian Library collection. Submit letter describing research topic, vita and budget to: Director, Center for East Asian Studies; Travel Grant

Program; Pick Hall 121; University of Chicago; 5828 South University Avenue; Chicago IL 60637-1515.

Kennan Institute Short-Term Travel Grants

Russian, Post-Soviet, and East European Studies scholars may apply for funds to use the library, archival, and other specialized resources of the Washington, DC area, for up to one month. Provides an \$80 per diem. Deadlines: March 1, June 1, and September 1. Contact: Fellowships/Grants, Kennan Institute for Advanced Russian Studies, 370 L'Enfant Promenade W, Suite 704, SI MRC 930, Washington DC 20024; (202) 287-3400; email: ngill@sivm.si.edu

IREX Research and Travel Grants

The International Research & Exchange Board has several programs that support advanced field research by American scholars in Eastern Europe, Russia, Eurasia, etc. Short-term travel grants support brief visits for research. Deadlines: February 1 and June 1. Contact: IREX, 1616 H St. NW, Washington DC 20006; (202) 628-8188; Fax (202) 628-8189; email: irex@irex.org; web: <http://www.irex.org>

NEH Fellowships

The National Endowment for the Humanities sponsors an annual *fellowship* program. Projects supported by NEH Fellowships may lead to the production of scholarly articles; a monograph on a specialized subject; a book-length treatment of a broad topic; a translation; or another scholarly tool. Two programs exist: one for university professors and one for college professors or independent scholars. Tenure for these fellowships must cover an uninterrupted period of from six to twelve whole months. A stipend of \$30,000 is awarded to those holding fellowships from 9-12 months; a stipend of \$24,000 for those holding fellowships for 6-8 months. The earliest tenure for this award begins January 1, 2000. The deadline for this annual program is May 1, 1999. Application materials/information can be obtained from: NEH Fellowships, Room 318, National Endowment for the Humanities, 1100 Pennsylvania Ave., NW, Washington DC; (202) 606-8466; e-mail: fellowsuniv@neh.gov. Application materials can also be obtained from website: <http://www.neh.fed.us>

INSTRUCTIONAL RESOURCES FOR TEACHERS

Foreign Language Resources

Learning Foreign and Second Languages: Perspectives in Research and Scholarship, Heidi Byrnes, editor (Modern Language Association, 1998, 300 pp., cloth \$37.50, paper, \$19.75). This inaugural volume in the MLA series, "Teaching Languages, Literatures, and Cultures," provides an overview of second language acquisition research. Is language a system of linguistic forms to be acquired by the study of grammar, or is language a means of communication, where students learn not by studying rules but by engaging immediately in the use of language to convey meanings? Which approach works better in the classroom? These are some of the questions examined in this volume devoted to both theory and methodology. Twelve essays discuss the recent changes in the foreign language profession, the context of language learning and teaching in higher education, the socio-historical perspectives on language teaching, the role of computers in language teaching, the evaluation of learning outcomes, and the pedagogical implications of second language acquisition research. The essays suggest ways to resolve the competing demands for accuracy, fluency, and complexity in language use; and represent an important step toward overcoming the separation between language teaching and literature teaching. Order from MLA, 10 Astor Place, New York NY 10003; (212) 614-6382; Fax: (212) 358-9140; web: <http://www.mla.org>

Making Business French Work: Models, Materials, Methodologies, Volume 2, edited by Steven J. Loughrin-Sacco and Jayne Abrate (1997, 275 pp., \$25.00). The American Association of Teachers of French (AATF) has recently made available this second of a two volume series. Volume Two contains 13 articles (9 written in English and 4 in French) by veteran Business French educators. It is divided into four sections, focusing on the future of the discipline, the importance of *l'interculturel* in Business French programs, the potential of using case studies, and new and innovative methods and materials. Volume One, published in 1995, ***Issues and Methods in French for Business and Economic Purposes***, edited by Patricia W. Cummins (172 pp., \$24) is also available. Contact: SDSU CIBER Press, San Diego State University, 5500 Campanile Dr., San Diego CA 92182-7732; credit card orders, call (619) 594-8599 or Fax: (619) 594-7738. You may also e-mail your order to: ciber@mail.sdsu.edu

Dimension '98: Communications, Cultures, Connections, Comparisons, Communities: Selected, Edited Proceedings of the 1998 SCOLT Annual Conference. \$10.00. Includes article by WVU's Maria J. Amores and Frank W. Medley, Jr., "From Rhetoric to Reality: Applying AATSP Standards to the Spanish Class." Other articles include "Personalizing FL Instruction with World Wide Web Home Pages," "New Directions for the Study of French," "Standards for Teaching Cultures," and "Accessing Cultural & Linguistic Input from Foreign Language Literary Texts in Beginning Classes." Also available from SCOLT Publications is ***Research Within Reach II: Research-guided Responses to the Concerns of Foreign Language Teachers***. \$15.00. Order from the Southern Conference on Language Teaching (SCOLT), Valdosta State University, Valdosta GA 31698; (912) 333-7358; Fax: (912) 333-7389; email: bradley@valdosta.edu

PICS: "Your Source For Authentic Foreign Video Materials Since 1983." PICS, the Project for International Communication Studies at the University of Iowa, is phasing out retail sales and liquidating current inventory. Take advantage of their half-price offer of all video materials while supplies last. Extensive holdings in German, French, and Spanish language tapes. PICS plans to continue its work of acquiring rights to authentic foreign video for publishers, for Web projects, and for digitizing. For interesting tips on using video in the classroom, plus PIC's complete catalog of "Authentic Foreign Language Video" resources, visit website at: <http://www.uiowa.edu/~pics> or call toll-free at (800) 373-PICS for more information and how to order.

The Journal of Language for International Business is the only periodical devoted to the teaching and study of foreign languages for international business. The refereed journal, published twice a year, includes articles on language for business, cross-cultural studies, language teaching and book reviews. Published by Thunderbird, The American Graduate School of International Management. Subscription rate: \$35/yr. (individual); \$50 (institutions). To subscribe, contact: Salvatore Federico, Thunderbird, (602) 978-7291; e-mail: federics@t-bird.edu. Send manuscripts to Christine Uber Grosse, Editor; e-mail: grossec@t-bird.edu

USEFUL WEB ADDRESSES

Environment-Related

Worldwatch Institute: <http://www.worldwatch.org>
World Resources Institute: <http://www.wri.org>
Conservation International: <http://www.conservation.org>
Resources for the Future: <http://www.rff.org>
UN Environment Programme: <http://www.rona.unep.org>
Ecology Page: <http://www.botany.net/Ecology>
Center for Environmental Information and Statistics
(EPA): <http://www.epa.gov/ceis>
The Nautilus Institute for Security & Sustainable
Development: <http://nautilus.org>

Geography

WorldSat International's "Cartographic Satellite Atlas of
the World":
<http://www.worldsat.ca/Atlasdetail.htm>
(144 pages, 1997, \$35.00)
WorldSat's "3D Atlas of the World" on CD-ROM:
<http://www.worldsat.ca/3Datlas.htm>
(1998, \$50.00)

Anthropology

<http://www.usc.edu/dept/elab/urlist/index.html>

History-General

Historians Committee for Open Debate:
<http://www.historians.org>
"History Matters: The U.S. Survey Course on the Web":
<http://historymatters.gmu.edu>
Encyclopedia Britannica's Website on the Allied Invasion
of Normandy: <http://normandy.eb.com/>
Journal of the Association for History and Computing:
<http://ssdl.cas.pacificu.edu/history/jahc/jahcindex.htm>

China-Related: (thanks to Carolyn Karr, Marshall U.)

<http://www.chinavista.com/>
<http://www.insidechina.com/>
<http://www.chinapage.org/>
<http://www.chinascape.org/>

TEACHING RESOURCE: ENVIRONMENTAL POLITICS

Each year, FACDIS provides books and articles to the participants in the Scholar-Diplomat Program. One book selected for this year's program (see page 1) may be of special interest to faculty from a variety of disciplines.

Green Planet Blues: Environmental Politics from Stockholm to Kyoto (Westview, 2nd ed., 1998, 320 pp, \$27), edited by Ken Conca and Geoffrey Dabelko. These University of Maryland political scientists perform two significant intellectual services: (1) they present tightly-edited, paradigmatic articles written during the past three decades by creative environmental thinkers such as Garrett Hardin, Dennis Pirages, Jagdish Bhagwati, Chico Mendes, Herman Daly, and Alan Durning; (2) they go beyond merely organizing and introducing the primary materials by explaining the historical evolution of the environmental field from the 1972 Stockholm Conference to the 1992 Earth Summit in Rio. The Stockholm Conference, mired in Cold War politics, was boycotted by the Soviet bloc countries, attracted only 134 NGOs (barely a dozen from the South), generated only modest press coverage, and stuck to narrowly-defined issues treated as separate problems. At Rio, the first truly post-Cold War global town meeting, the leaders of 178 nations were joined by

representatives from 1,400 NGOs and 8,000 journalists in examining environmental issues using a broader paradigm revolving around the new concept of global sustainable development.

Sustainable development was the most influential new concept that developed between Stockholm and Rio. However, the editors also examine the intellectual contributions of two equally innovative concepts: environmental security and ecological justice. This volume also clarifies the logic inherent in the environmental agenda's progression from finiteness, the limits to growth, and metaphors of a global commons at the Stockholm Conference, to sustainability, interdependence, and ways to measure the quality of life at the Rio Summit. Conca and Dabelko remain true to their fundamental goals. First, they pay attention to underlying questions of power, interest, authority, and legitimacy that influence global environmental debates. Secondly, they emphasize those innovative ideas that have most powerfully shaped the evolving discourse. Finally, they present a broad range of voices heard in the global environmental debate; south as well as north, male and female, urban versus rural, liberal and conservative. [Exam copies:\$5.00+tax, prepaid; call (800) 386-5656.]

FACDIS FACULTY REPORTS

Meeting: Teachers of English as a Foreign Language in Indonesia (TEFLIN), Jakarta, November 9-13, 1998
Faculty Member: Linda Yoder (English/ESL, Salem-Teikyo University)

Too-Tense City: Report of Trip to Indonesia

Arrival in Jakarta, October 22. On first look, Jakarta didn't seem any different after the *krismon* (monetary crisis) than it had on my earlier visits. Freeways, boulevards, and toll roads jammed; middle-class families eating at Macdonald's and Pizza Hut; skyscrapers with huge cranes poised over them, still going up. And especially, shopping malls jammed with shoppers, shoppers with a heightened sense of needing to find bargains and prepare for whatever eventuality.

Two things unfolded, however, as new. On the parks surrounding such things as the national monument, the presidential palace, museums and embassies sprouted green tents. Green army tents and flocks of sweet-faced baby soldiers. One wished they were in school instead of guarding against the students.

And there was a second indicator to be seen, one perhaps more benign. In the late afternoon on the sidewalks, "tent café," the homely kind of *warung* that graces the streets, train stations, and roadsides of the rest of Indonesia. Yes, the government of this proud capital is once again allowing the small entrepreneur, maybe relieved of her job in a factory and desperate for work, to block the walkways with noodle stalls and fruit ice crushers. Tent city, again. The government has also passed a law (known, of course as the "freedom of expression law") to limit the student activists' ability to demonstrate, and has put up barricades everywhere to keep them in place. And it has called for "debt restructuring," whatever that ominous term means in the life of the common worker.

On November 13, "Black Friday," I was returning from TEFLIN (Teachers of English as a Foreign Language in Indonesia) Conference by bus, having had a virtual news blackout during the time the 400 English teachers were sequestered in the mountains in a small resort. The next day, the news hit me. November 9 through 13, the exact dates of this conference, happen by coincidence or synchronicity to take place the very days of the People's Consultative Assembly. Naturally, student groups attempted to demonstrate near the assembly hall. Streets, of course, were blocked off to keep them from doing so.

On that Friday, last day of the assembly, student demonstrators in Jakarta had been fired upon by the military. Twelve people were killed that day, with several injured dying later. Young people all around the nation were shocked by the happenings. In Yogyakarta, where I was living and working, peaceful groups of students, on foot, on trucks, and on motorcycles circled the city day after day, often with huge funeral arrangements of flowers. Sometimes they invited, "Walk with us, ma'am," and sometimes I did.

I had asked FACDIS support to attend the meeting of TEFLIN in central Java. That this meeting took place at all was something of a small miracle. The organization usually holds its annual conference in August, and this year it was planned for North Sumatra, a long way from the population centers of Indonesia. But the upheavals of May, with the subsequent loss of value of the Rupiah (the Indonesian currency), disrupted many people's lives and plans.

It certainly disrupted TEFLIN, which announced there would be no conference. No conference!! Unthinkable! So a small group of TEFLIN members in Central Java began to plan an alternative, international conference in a more accessible location, "*Toward English for Global Communication: Teachers as Agents of Change.*"

It was exciting to be considering the teacher as an agent of change during the very moments when students were working vigorously for change. The British Council, the United States Information Service, and the Australian Embassy all helped secure speakers of international note, such as Jack Richards of New Zealand, Roy Cross of London, and Gillian Perrett of Australia. Material that I found to be most helpful concerned reflective approaches to teacher development, communicative methodology, and cross-cultural sensitivity. The contacts I made there have been invaluable, and thanks to the internet, I'm already making good use of them.

The first evening I sat in the plenary beside a professor from Jakarta. Looking at my name tag contemplatively,

FACDIS FACULTY REPORTS (cont.)

she remarked, "I knew a Linda Yoder on the island of Timor. In fact, I bought her used set of Melmac dishes in 1968 and I'm still using them." She and I spent an interesting evening getting reacquainted. In fact, the whole conference seemed to be a time of such fascinating coincidences.

I spent several weeks in Yogyakarta at the invitation of a former student of mine. She arranged for me to give several lectures to the graduate students in the American Popular Culture class.

My final lecture to them was on Thanksgiving Day, a fact I didn't recognize until the students invited me to their traditional annual celebration of an American Thanksgiving, complete with roast turkey and pumpkin tarts. I'm grateful to FACDIS for the confidence shown me in helping to underwrite this remarkable trip of rediscovery and renewal at such a critical time in Indonesian history.

✦Linda Yoder, Salem-Teikyo University

II. American Historical Association (AHA), Washington DC January 7-10, 1999 Faculty Member: Carolyn Karr (History, Marshall University)

As anyone knows who has attended this meeting, the sessions are so numerous and prolific that only a few can be attended. One leaves with a sense of regret that more could not be accomplished. Since I am vitally interested in how cyberspace is transforming the discipline of history, both in teaching and research, I chose to attend sessions that focused on this topic. Two of the more interesting sessions were entitled, "Taking the Next Step: Interactive Use of Technology in Teaching History." The other session, produced by historians at the Library of Congress, was entitled, "Using Archival Collections in Teaching."

The first seminar, "Taking the Next Step: Interactive Use of Technology in Teaching History," surveyed what various departments of history across the country are doing. The projects, while numerous, range from individually generated projects to foundation supported projects. In this latter category, given the huge amount of money available, these projects are producing some very impressive and very complex projects.

One that was demonstrated is being produced by Northwestern University and is funded by the National Endowment for the Humanities (NEH). It consists of multi CD-ROMs (about ten in number) which offer a history of migrations that cover large periods in history, and include migrations from earliest times to the present. The CD-ROMs are full of multimedia, involve serious critical thinking skills, and teach students to work the way historians do. The project involves nearly

one hundred historians, consists of maps, documentary evidence, inquiry questions, hypotheses, and a host of other skills that are deemed necessary to good learning. The project could span a semester course, a year's course work, or a two-year graduate seminar. Its uses are endless, and it is excellent as well as innovative.

A variety of these large projects are being developed by universities fortunate enough to receive large foundation grants, however the most pervasive use of technology in the teaching of history probably is being done by individual professors with little funding; those driven by enormous enthusiasm for the technological age. I confess I fall into this category. We were given many examples of professors who have put their lectures on the internet, illustrated them with still graphics, moving video clips, sound files, links to documentary sources (as well as links to other sources) to present a complete multimedia course in history via the web. Some of their students never step inside a classroom. The participants in the seminar believed that "good history" could be taught on the internet just as well as it can be taught in the classroom. The only missing ingredient is the personality of the teacher. Most, however, did not feel that "personality" was necessary for learning. Following the presentations, lively discussions took place on security measures in testing on-line and the always-present fear that machines will replace professors!

FACDIS FACULTY REPORTS (cont.)

Another session that I attended was entitled "Using Archival Resources for Teaching History," which was held at the Library of Congress. The historians working in this venerable institution presented parts of their inexhaustible collection that can be accessed by professors and high school teachers directly from desk top computers. One such project examined the Great Depression. While not presented as an international topic, a discussion of what we learned there should be applicable to using archival resources on any research topic.

The Library of Congress has an enormous photographic collection that covers many periods in history that can effectively be used in the classroom. When these photographic documents are used, along with penetrating questions by the professor, they can make for interesting research projects and discussion sessions in the classroom. Among the more interesting projects we viewed was the one mentioned above--the Great Depression. This material was originally assembled by the WPA artist project and consists of photographs and oral testimony of peoples' experiences during the great depression. It covers people from Appalachia to California. In this particular presentation students were asked to access thirty-five oral testimonies and pictures from a particular region. On the basis of this evidence students were asked to generate some hypotheses about the great depression and how it affected different people in different regions. Other projects presented were photographic pictures of different life-styles in New York City at the turn of the century. Photographs included the well-to-do and the slums of the city. On the basis of these documents, students were asked a series of questions which got at the heart of disparities in wealth at the turn of the century.

Most of the presenters concluded that textbook publishers are doing a poor job on the CD-ROMs they are presenting with their textbooks. The CD-ROMs consist of visual images, and while these are interesting, they do not engage students in critical thinking or teach students the methods that historians use. The only CD-ROM that brings us close to the historian's craft is the "Great American History Machine." This disk is a massive compilation of county-level data on hundreds of topics throughout American history. With this tool it is possible to create, in a few minutes, a full color

map of the U.S. showing, for example, the religious affiliation of African-Americans between 1850 and 1890 or the concentration of workers in New England shoemaking in the 1820s. These are the kinds of data that the profession desires on CD-ROM, because they go to the heart of the historian's craft and are excellent tools for research papers and inquisitive dialogue.

Institutions, whether the Library of Congress or major research libraries, are being funded to put much of their collections in digital form. We are in the process of moving large bodies of knowledge into cyberspace. If the funding continues, it will facilitate access to well-assembled, searchable collections of reproduced primary material covering everything from women in the Progressive Era to coal miners in Appalachia. When this day arrives, and it is not too far off, we can offer our students virtual archives now available only to students attending major research institutions. Key questions raised throughout these sessions were: How does this change the profession of history, and how does this change the way we teach history?

Interspersed among the presentations were discussions on whether internet teaching is "good history"? Or, are we merely cataloging facts for our students. Most of the presenters and the audience agreed that if we choose our digital sources with care, students will experience "good history," and they will be introduced into processes that historians use to write history. Moreover, most agreed that digital history will change the way we teach. It will lead to more collaborative teaching and research for both professors and students.

For those of you who would like to put a class on line, I might mention that the most frequently used program was Microsoft FrontPage, and the most useful book was Trinkle, Auchter, Merriman and Larson: *The History Highway*. This book is a wealth of links covering all periods of history and a place to begin to get ideas on internet teaching.

The Library of Congress can be accessed by using <http://lcweb.loc.gov>.

✉ Carolyn Karr, Marshall University

FACDIS FACULTY REPORTS (cont.)

III. Meeting: American Economic Association (AEA), New York City, Jan. 1-5, 1999 Faculty Member: Jeffrey Woods, Economics, Concord College

My central objective for attending the AEA annual meeting was to obtain current information about the international economy that I can incorporate into my introductory economics and money, credit and banking courses. For example, many economists underestimated the scope of the Asian crises in part, because the "Asian miracle" mindset foreshadowed many of Asia's economic problems. Also, many economists' forecasting models did not accurately predict the extent of the crises.

It has been estimated that Asia has suffered a 4 trillion dollar output loss over the last six years. Low interest rates in the Pacific Rim countries stimulated overinvestment in plant and equipment. Unfortunately, the resulting increase in production capacity has not been accompanied by the required increase in demand for consumer and industrial goods. This, in part, has caused many Asian firms (especially in Japan) to have revenue shortfalls causing them to default on billions of dollars of loans. Many economists believe this corporate crisis in Asia is the source of the problem that caused many major Asian banks to become insolvent.

Lax government regulation in Japan's banking system was largely responsible for the deterioration of banks'

balance sheets. The lack of transparency in Japan's banking system has fueled its current economic recession.

The Japanese government responded to its recession by devaluing the yen in order to expand exports. This is viewed by most economists as a temporary fix and has increased deflationary pressure with Japanese trading partners, such as the US.

The contagion effect of the Asian crises has been especially harmful to some less-developed-countries (LDCs) with emerging goods and financial markets, such as Indonesia. When capital flows out of emerging markets because of economic turmoil, LDCs become more vulnerable to economic collapse. Since many LDCs do not have automatic stabilizers (a social safety net), economic hardship can quickly accelerate.

Policies such as increased government spending and serious bank regulation are needed to prevent future crises. Less interference on the part of the IMF and the restructuring of corporate debt were proposed as viable solutions to help repair bank balance sheets.

✶ Jeff Woods, Concord College

IV. Meeting: American Anthropological Association (AAA), Philadelphia, December 2-6, 1998 Faculty Member: Kenyon Stebbins (Anthropology, West Virginia University)

Several sessions examined specific issues relevant to the anthropology courses I teach. For example, the session in which I participated, "Global Intersections in Medical Anthropology: The Health of Latin American Populations," combined my two primary professional research foci (medical anthropology in Latin America), nicely dovetailing materials that are of relevance to the two classes I teach in these areas. The paper I presented in this session, "This Little 'Ciggie Went to Market: Multinational Tobacco Companies' Efforts to Make a Killing in South America," was well received, and I benefitted from the discussion which it generated.

Several other sessions dealt specifically with teaching anthropology courses. Papers discussed various ways

to effectively convey anthropology's fundamental concepts (culture, holism, and cultural relativism). Other papers included how to teach gender issues in the classroom, how to apply anthropological concepts to societal problems, and how to convey the relevance of anthropology to students (all of whom will be observing and participating in culture the rest of their lives).

Finally, I was able to spend some time in the book sellers' exhibit hall, where publishers from approximately 70 major presses were displaying the books that I otherwise only get to see listed in catalogs. The meetings were most enriching, and I am confident that my students will benefit significantly as a result.

✶ Kenyon Stebbins, WVU

NEWS * NEWS * NEWS * NEWS * NEWS * NEWS * NEWS * NEWS

The *FACDIS Newsletter* needs news of you -- your publications, awards, grants, activities -- your campus, organizations, faculty/student events -- both past and present. We also request information on your teaching innovations for courses in which you experimented with new teaching materials/methods. We especially would like to know if you have created your own web page and/or put your syllabi on-line (and are willing to share)!

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