



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

Editor: Ann Levine
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NINETEENTH ANNUAL FACDIS WORKSHOPS

"GLOBAL MIGRATION"

Editor's Report

On November 15-16, 115 faculty participated in the 19th Annual FACDIS Workshops on the theme "*Global Migration*." While all the evaluations from participants are not yet in, comments heard at Lakeview and received by phone and mail suggest that our annual event succeeded in fostering statewide cooperation and international education. Of the participants responding, all so far have indicated a "very positive" (66%) or "positive" (33%) reaction to the workshops. One historian who attended the sessions on "Migration Geography" stated, "I plan to incorporate the issue of refugees in Africa into my course on 20th century World History. In fact, I used some materials last week." A foreign language professor attending the sessions on "Culture and Migration" said that, "Perspective and methods were very refreshing. I used technical tips for the very next class I taught." Such comments are indeed gratifying!

The conference opened with a luncheon address by Sophia Peterson, Founding Director of FACDIS. (See address reprinted on page 4-5.) We are printing Sophia's address on *The Spirit of FACDIS* so that anyone not able to attend this year's event can learn more about why FACDIS is unique. One new member commented that, "I had no idea what FACDIS was all about. I am looking forward to further involvement." An "old-timer" stated that, "Putting things in perspective is valuable, especially for 'newbies'."

A highlight of the two-day event occurred during the Monday morning "Statewide Study Abroad Session." After a presentation by Tammy Nesbitt, WVU Study Abroad Advisor, on the myriad opportunities available to our state's students, Michael Strada, FACDIS Co-Director, presented the 1999 FACDIS Outstanding Study Abroad Advisor certificate, as well as a professional development cash award. Jim Daddysman, Professor of History at Alderson-Broadus College, was this year's recipient (see photo on page 3). He received the award for his work in spearheading A-B's Fall Semester program in Salzburg, Austria. This annual recognition was established by FACDIS in 1995 to emphasize the importance of study abroad, and to recognize faculty who have effectively encouraged students to study abroad.

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19th ANNUAL WORKSHOPS (cont.)

Three simultaneous workshop tracks were led by noted academics. Unfortunately, at the last minute, unplanned surgery prevented Victoria Lawson, Professor of Geography at the University of Washington, from leading a track as planned. Faculty who had registered to attend her sessions on *The Political Economy of Migration* (with a special emphasis on both Latin America and on service-learning opportunities), attended the workshop sessions which had been their alternate choice.

Johnathan Bascom, a geographer from East Carolina University, presented three sessions on *Migration Geography*, focusing on "Human Migration and Global Restructuring," refugee migration, and labor migration. An award-winning teacher with a plethora of ideas and materials, his power-point and slide presentations were especially effective.

Gary Freeman, political scientist from the University of Texas-Austin, led sessions on "The Politics of Migration." His first session followed up on many of the ideas in the article that was provided (at Professor Freeman's suggestion) to all participants for pre-plenary session reading, "Must it be the Rest Against the West?" Professor Freeman looked at global migration, especially from the perspective of the "receiving states," and also examined the question, "Do the pressures of globalization threaten our traditional conception of state sovereignty and territorial borders?"

Mireille Rosello, a professor of French at Northwestern University, presented three sessions on *Culture and Migration*. She was accompanied in her first session by Jim Ferolo, Interactive Designer for the Multimedia Learning Center at Northwestern, who helped Mireille design a new undergraduate lecture course on "Cinema and the Internet: (Im)migrants and 'Otherness'." Her other two sessions focused on "Hospitality and Migration," and "Immigrants, Literature and Sociology."

Certainly the highpoint of the workshops was the delightful keynote address by noted geographer, Harm de Blij, currently the John Deaver Drinko Professor of Geography at Marshall University. A specialist in geopolitical and environmental issues with over 30 books to his credit, he spoke on *Geography, Environment, and Migration*. His speech should be a model for all after-dinner addresses: humorous but substantive, animated and inspirational. Marshall University is indeed fortunate to have him associated with their institution, and now that we think about it, he should definitely be made an honorary FACDIS member!

Dr. de Blij was generous in his praise of FACDIS and the workshops. In a recent e-mail to Jack Hammersmith, he said in part,

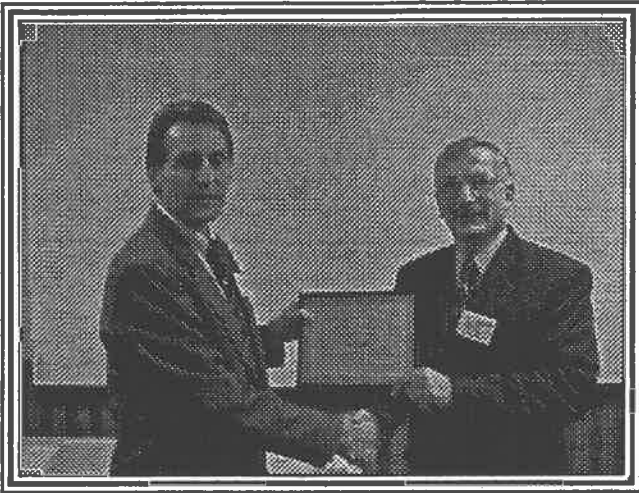
"I am so pleased to have been invited to participate and as Mack [Gillenwater] had told me, you are doing one magnificent job bringing together a group of colleagues who would otherwise rarely or never see each other, and with the kind of international perspective that seems to be fading in our society. It must be a huge annual burden to do all this and I just hope that you realize how much your efforts are appreciated. I heard it all over the scene....Anyway, it was just as excellent a conference as Mack had told me, and I enjoyed every minute of it."

If you attended the Workshops and have not already returned your Evaluation Form, please do so now. In addition, please return your course commitment form (required from *all* who attended). As part of our accountability, we provide annual reports of how your attendance contributed to your classes.

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FACDIS 19th ANNUAL WORKSHOPS IN INTERNATIONAL STUDIES



Mike Strada, FACDIS Co-Director, awarding Jim Daddysman (History, Alderson-Broaddus College) the 1999 Outstanding Study Abroad Award



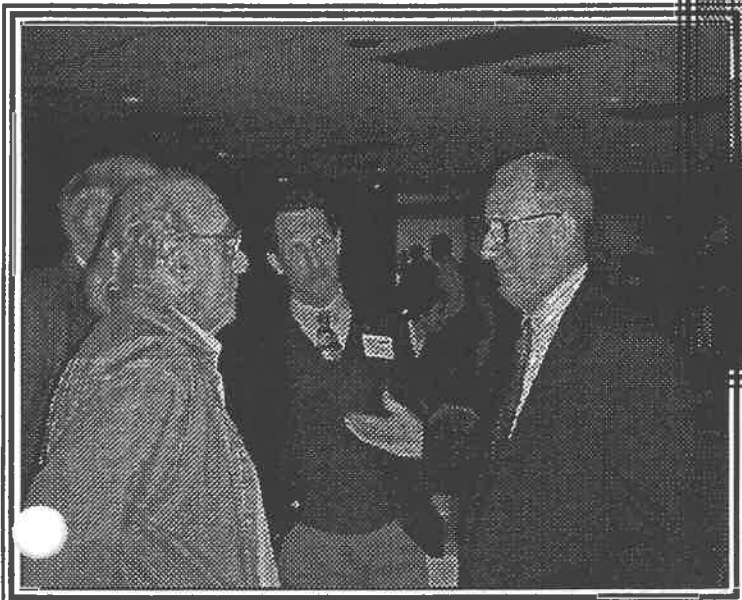
Sophia Peterson, Founding Director of FACDIS, with Russ Dean, Associate Provost, Academic Affairs, WVU



Harm de Blij, Keynote Speaker



Front: Jack Hammersmith, FACDIS Co-Director, Mireille Rosello, Northwestern University; Rear: Johnathan Bascom, East Carolina University, Gary Freeman, University of Texas.



Keynote Speaker, Harm de Blij (right), with Art Barbeau (West Liberty State) and Chuck Gruber (Marshall University)

FACDIS WORKSHOPS 2000
Is Sustainable Development Feasible?
November 9-11, 2000

Workshops 2000: Is Sustainable Development Feasible? will be the theme for the FACDIS 20th Anniversary Workshops next November. FACDIS is seeking external funding to expand the length and quality of its annual program, and currently has a grant proposal submitted to the EnviroEducation Grant Program of the EPA. The 20th Anniversary Workshops, to be held again at the Lakeview Scanticon Resort in Morgantown, will return to our previous end-of-the week schedule, and begin on Thursday, November 9.

Sustainable Development was selected as our topic at the 1998 Council of Institutional Representatives meeting, because of its visionary nature. Since the consortium's 20th anniversary coincided with the new millennium, we sought a vitally important world issue. Traditionally, most scholars considered environmental protection and development as implacable enemies. However, the adoption of *Agenda 21* at the 1992 UN Earth Summit in Rio de Janeiro forged a rare global consensus around sustainable development as humanity's common vision. But can environmentalism and development really occur simultaneously? Workshops 2000 will apply critical thinking to assessing sustainable development's feasibility.

The FACDIS office has worked to identify speakers, and several have already accepted. We propose two plenary sessions (opening and closing), four content "tracks" to examine the roles of 1) more-developed countries (MDCs), 2) less-developed countries (LDCs), 3) non-governmental organizations (NGOs), and 4) multi-national corporations (MNCs), as key contributors to sustainable development, plus two keynote speeches. All four content tracks will deal sequentially with the same issues:

- The performance of each type of actor from the *environmental* perspective;
- The performance of each type of actor from the *economic development* perspective;
- How *environmentalism and economic development clash*;
- How *environmentalism and economic development coincide*.

The 20th Anniversary Workshops, then, will examine the question: "How is the world doing overall, and how are the MDCs, LDCs, NGOs, and MNCs doing in particular as contributors to sustainable development at the turn of the millennium?"

We hope to report that external funding will enable us to support this ambitious program with an expanded program of sessions, higher-profile outside scholars, and an increased number of participants. Whatever the outcome of our grant search is, however, the topic of *Sustainable Development* will be carefully examined, so please place the dates of November 9-11, 2000 on your new calendar!

ANNUAL SCHOLAR-DIPLOMAT PROGRAM
Washington, DC – March 22-24, 2000
Genocide: Crimes Against Humanity

The Annual John A. Maxwell Scholar-Diplomat Program is scheduled for March 22-24, 2000, in Washington, DC. The program is named after the late FACDIS Co-Director, John Maxwell, who encouraged the development of this annual three-day series of briefings in DC. The centerpiece of this year's program will be a visit to the US Memorial Holocaust Museum on Thursday, March 23. In January, all FACDIS faculty will receive invitations to apply, and 10-12 faculty will be selected by the FACDIS Steering Committee to participate, based on teaching responsibilities and how attendance in the program focusing on *Genocide* could benefit their teaching. More information in January!

“The Spirit of FACDIS”
Luncheon Address at 19th Annual FACDIS Workshops,
November 15, 1999
Sophia Peterson
Founding Director, FACDIS
Professor Emerita, Department of Political Science, West Virginia University

Introduction

Several members of FACDIS have retired or moved to other states over the past few years and been replaced by a new generation of faculty members. That our total membership remains constant at 375, including almost every faculty member in West Virginia who teaches a course with international content, is evidence that FACDIS continues to be regarded as an organization worth joining—one which continues to serve the needs of the faculty teaching international studies and foreign languages. We welcome the more recent members enthusiastically—they renew FACDIS every year with fresh perspectives and ideas.

As a new generation enters FACDIS, I believe it is appropriate to share with everyone—those who created FACDIS and those who are now renewing it—the spirit which has guided our consortium from the beginning and which continues, I believe, to the present.

A Brief History of FACDIS

To start at the beginning, I would like to summarize briefly how we began, because it helps us to understand our goals and the values implied by those goals which underlie “the spirit of FACDIS.”

It all began in 1978 with five political scientists who met at the annual meeting of the West Virginia Political Science Association—all internationalists and all concerned about the same things—our isolation and that of our colleagues who shared our commitment as teachers of international studies, the low priority assigned to international education, and the meager resources allocated to this field. The five included: Pat Ryan (Fairmont State College), Mike Strada (West Liberty State College), Clair Matz (Marshall University), Hang Yul Rhee (Shepherd College) and me.

In a land-locked rural state in 1978, it is not surprising that West Virginia higher education gave international education of our students a rather low priority. West Virginia’s social science professional associations (for example, sociology, history, political science,

economics) focused almost entirely on the USA. Our institutions rarely supported travel to conferences except for presenting research papers. Almost everyone taught four courses every semester of which international courses were a small part. In truth, we felt like second class citizens in our colleges and universities.

We decided that it might be possible to create an interdisciplinary organization dedicated to helping social scientists throughout our numerous colleges and universities who taught international courses to undergraduates. We started with the social sciences because we knew those fields best. We focused on undergraduates because they were far and away the most numerous students in our institutions and they were the students whom the vast majority of faculty in West Virginia teach.

To summarize, our focus was: faculty and course development for faculty who taught international courses to undergraduates.

Finally, we knew we would have to secure our own funds if we were to be effective in achieving our goals—hence we decided to write a grant—our first Title VI grant from the US Department of Education’s Undergraduate International Studies Program. Preparing the application was no easy task and took 18 months because none of us had ever received a substantial grant—we were not “grant-savvy.” Nonetheless we secured a three-year grant of \$199,000—the largest awarded as of 1980 by this federal program.

FACDIS’ Goals

I have already alluded in passing to our goals, but I would like to be more explicit because our goals have guided and helped to shape the FACDIS spirit.

Our first goal stemmed from commitment to our *undergraduate students*—our goal was to help them achieve international understanding, knowledge, and appreciation about the past, present, and future.

Our second goal stemmed from commitment to *teaching*—our goal was to foster teaching. Many

professional associations are dedicated to research and the accumulation of knowledge. This is, of course, important if we are to continually renew our courses and utilize the most current knowledge and teaching methods/resources. Teaching rather than research was the FACDIS priority because teaching, not research, is what 90% of the faculty throughout the United States do primarily--and FACDIS aimed to support their efforts which in 1978 received very little tangible support.

Our third goal stemmed from our commitment to *quality*. Our goal was to design programs of the highest quality--the only way to keep faith with our students and other goals. Using our annual workshops as an example, FACDIS always sought the best consultants in the country who combined outstanding teaching and research competence. The same high professional standards have guided all our projects.

Our final goal was shaped by our commitment to *innovation and new knowledge*. Our goal was to find and share the best that was being thought and developed of the newest in substance, resources, and pedagogy. The letters and comments sent by FACDIS members in response to our surveys refer frequently to the role which FACDIS has played in achieving this goal. For example, in commenting on the most important contribution FACDIS had made to them and their colleagues, the following four quotes are representative:

- "Making one alert to trends in international studies and the changing face of international relations"
- "Involvement in the newest developments and research in our fields"
- "I have a new and exciting way to approach my profession."
- "New ideas and views plus great, new information for my classes."

In summary, FACDIS' goals are to teach our students about the world utilizing the best of the innovations and new knowledge about substance, techniques and resources available.

The Spirit of FACDIS

The spirit of FACDIS is generated not only by its goals, but by its *process*, by how FACDIS operates and lives day to day, as well as in the substance of what FACDIS does.

The best source about process is *you*, the faculty members who have experienced the way FACDIS operates and the spirit which infuses that process. So I reviewed the comments you've sent to FACDIS over the

years, to find out what *you* have found to be the qualities you treasure. You have focused on four in particular:

- Collegiality
- Cooperation
- A multidisciplinary inclusiveness
- Accountability.

In discussing these values which are at the heart of "the spirit of FACDIS," I quote freely from your words rather than from me or other officers. That is the best way, I believe, to communicate honestly what "the spirit of FACDIS" really is.

To begin with, collegiality and cooperation. One of our sociology members from Marshall once described FACDIS as a primary-group rather than a formal association. He said this was a key factor which "led FACDIS to perform so well." A primary group, as you know, is one consisting of a relatively few people with whom we have close relationships--sociologists often use the family or close friends as examples. This member's observation relates, I believe, to an aspect of FACDIS which I have called "collegiality."

There are too many comments made by FACDIS members relating to this sense of collegiality-and-cooperation to quote all of them, but the following provide a representative sample: "The spirit of FACDIS lies in our sense of togetherness and the cooperative goodwill which binds us together." In answer to "what is FACDIS' greatest contribution" many comments underscored collegiality and cooperation. I'll use five examples:

- "Meeting colleagues at [the] annual workshops to exchange ideas and share knowledge/expertise."
- "The sense of collegiality and team spirit it builds across public and private lines."
- "The chance to network with colleagues on a state-wide basis."
- "It provides solidarity with other colleagues interested in international activities."
- "The networking web, collegial atmosphere, information/resource sharing."

While we are all aware that academia can suffer from inter-institutional rivalries, the FACDIS members have over the past 19 years demonstrated a continuing spirit of cooperation and selflessness. Sometimes when I recall the hard work of members around the state in organizing events, recruiting new members, and cultivating the support of your administrations for international education, I am amazed by the selfless cooperation. There, I say to myself, is "the FACDIS spirit."

This is a good place to recognize the institutional

representatives who form the council for FACDIS—a premier example of collegiality and cooperation. Not only do they dutifully attend all the annual workshops/conferences (essential to keeping themselves informed about FACDIS as well as what works and what doesn't) and our annual council meetings there, but they recruit new members, keep them informed and the FACDIS office informed, help select participants in our programs, and, in brief are the worker bees of our organization.

During my many visits to other institutions as a consultant, I am often asked by envious faculty members to send them the FACDIS constitution and by-laws. They are amazed when I say we don't have any. Instead FACDIS has operated like a **primary group**—a family in which close relationships take the place of legal documents in assuring cooperation and contribution to the whole.

Another part of that spirit is inclusiveness—the multidisciplinary nature of FACDIS. Today FACDIS includes faculty members from more than 15 different disciplines. We clearly did not stop with the social sciences. That FACDIS members value such inclusiveness is demonstrated by their words:

- One colleague wrote: “at a time when knowledge and disciplines tend to become more and more fragmented and narrow in their world view, FACDIS reestablished the legacy of a multidisciplinary approach...”
- Another wrote: “thanks for inviting foreign languages into the international studies family.”
- In answer to the survey question, “What is FACDIS’ greatest contribution?” a FACDIS member answered: “the interdisciplinary nature of all programs.”

FACDIS members from disciplines not usually regarded as international comment enthusiastically on how they have welcomed our inclusiveness. For example, two English professors wrote:

- “Through the summer seminar in internationalizing freshman composition—it has given me a new and exciting way to approach my profession.”
- Another English faculty member concurs: “I completely revised my developmental writing class and have subsequently added international elements/-assignments to all other writing classes I teach.”

I cannot repeat all the comments by those in business reporting on their course revisions and the excitement which introducing international material has produced in them, but there were many of them.

In the past international studies was dominated by

elitists who believed that only a small group of “experts”—usually researchers—should be engaged in the field. This elitism extended to students also—only advanced students should have the opportunity to study international topics. A new inclusive multidisciplinary spirit now dominates and is reflected in “the FACDIS spirit.”

Finally there is another aspect of the FACDIS spirit which is not emphasized in the writings of FACDIS members, but which is demonstrated in their actions which speak even louder than words—that is accountability. FACDIS members have participated in hundreds of programs/projects/activities over the past 19 years. It is obvious they take seriously their responsibility to justify the resources which have been gathered from state and other sources for their professional development. Their accountability is demonstrated by doing what we are all about—teaching international studies better to more students. As a result of FACDIS programs and projects, our members have created new international studies majors or minors (16 institutions), established study abroad and international program offices (12), increased international graduation requirements (13), increased study abroad (15), developed new courses/revised other courses (too numerous to count). FACDIS members have given “accountability” a meaning that few organizations can match. And who are the beneficiaries? The students—who justify all our efforts.

Conclusion

“The spirit of FACDIS” enables us to realize the goals outlined at the beginning: That is, to serve our students by educating them *internationally*. I have always believed that the academic enterprise is at bottom a selfless and idealistic one primarily because we teach—we help the young (and some not so young) to master the tools and the knowledge which will enable them to become enlightened citizens and leaders of the future.

One FACDIS member shares my view about the profession as she observed it in FACDIS: “[I have learned] that there is a group of dedicated and forward-looking colleagues around the state with whom I share ideas in keeping up in my field and in strengthening and revising courses.”

I believe the FACDIS spirit is all of the above. It embodies our commitments to students, to teaching, to quality, to innovation and new knowledge. It is demonstrated by your collegiality, cooperation, inclusiveness, and accountability. All of these—and probably some I've missed—sustain FACDIS and will continue to sustain it in the decades ahead.

MEET NEW FACDIS MEMBERS

Over the past few years, membership has dramatically changed. The fact that we have been constant in our numbers at about 375 for almost ten years indicates stability – but we should know that an average of 20-25 “old” members depart each year, being replaced by a like number of new participants in FACDIS. Here are our new members in Fall 1999:

Geraldine Berry (Spanish, West Liberty) teaches all levels of Spanish language, but would also like to develop a course in Latin American politics and, in her existing courses, enhance a focus on Hispanic migration to the U.S: gberry@wlsc.wvnet.edu

Brian Crawford (Geography, West Liberty) teaches World Regional Geography, Geography of Africa, and the Geography of Europe: bcrawfor@wlsc.wvnet.edu

Lydia Cruz (Psychology, West Liberty) would like to start a new course on multiculturalism in psychology: lcruz@wlsc.wvnet.edu

Lee Dahringer (Dean, College of Business & Economics, WVU) has his doctorate in International Marketing, has worked and taught abroad, and has many new plans for international program development in his college: ldahrin@be.wvu.edu

Kimberly DeTardo-Bora (Criminal Justice, Wheeling Jesuit University) teaches Introduction to Social Science, and has adopted a new geography and global perspectives approach. Kim is married to Dru Bora, who joined WJU and FACDIS in 1997: detardo@wju.edu

Anna Marie Evans (History, WV State), new on the faculty this Fall, is teaching this year, along with World History, courses on Caribbean History and Women’s History (with a global focus), both new to the curriculum at WV State. She has organized The Caribbean Club, and hopes to establish an exchange program in that region. She is also the organizer of the “First Annual” Middle States African Studies Association Meeting March 23-26, 2000, in Charleston (see page 9): evansam@mail.wvsc.edu

Larry Jarrett (Geography, Marshall University) teaches a wide range of courses including Cultural Geography, World Geography, and separate courses on the Geography of South America, Africa, the Middle East, and Europe: jarrett@marshall.edu

C. Joy Jones (Business, Ohio Valley College) joins Wes Harrison as our second member from OVC. She teaches International Business, and is working on her doctorate at Ohio University: cjjones@ovc.edu

Leslie Liedel (History, Wheeling Jesuit University) joined their faculty this Fall and teaches 20th Century World: liedel@wju.edu

R. Keith Lilly (History, Concord College) teaches World Civilization and the History of Europe: rklilly@usa.net

David Kenley (History, Marshall) will teach Pre-Modern China, China in the 20th Century, Emergence of Modern Asia, Rise of the West and 20th Century World: kenley@marshall.edu

Samuel Porrata (Language & Literature, Fairmont State) teaches Spanish and is the new Coordinator of International Education at Fairmont State: sporrata@mail.fscwv.edu

Ray Rappold (Geography, Marshall University) teaches Cultural Geography, World Regional Geography, and Geography of Middle America. Ray was first a FACDIS member from Glenville State before he left for ten years in the private sector: jrappold@marshall.edu

Angela Schwer (Language & Literature, Fairmont State) teaches Race, Class & Gender with a global focus, and hopes to develop a course on Colonialism in the Americas: mschwer@mail.fscwv.edu

H. Cathleen Tarp (Language & Literature, Fairmont State) teaches Spanish, and would like to develop a course on Peninsular Culture & History: htarp@mail.fscwv.edu

Tom Trice (History, Glenville State) teaches World Cultures, Modern Russia, and Women’s History, and would like to develop a course on Comparative Empires: trice@glenville.wvnet.edu

Katalin Volker (Languages, Potomac State) teaches both Spanish and French, and was first a FACDIS member while previously teaching at Shepherd College: kvolker@wvu.edu

Suzanne Warsinsky (Political Science/English, WV Wesleyan) teaches International Relations and a January Term course on the European Union. She was first involved with FACDIS as an undergraduate international studies major at WVU: warsinsky@wvwc.edu

UPCOMING SPECIAL MEETINGS OF INTEREST

World 2000

Teaching World History and World Geography
February 11-12, 2000 - Austin, Texas

A Conference for Scholars and Teachers of World History and World Geography (Secondary, College and University Instructors) will be held February 11-12, 2000 at the Hyatt Regency on Town Lake in Austin, Texas. Fifty panels exploring all major regions of the world plus thematic topics including religion, trade, technology, warfare, migrations, art, agriculture and culture will be featured, along with instructional strategy sessions with expert teachers. Major talks by Alfred W. Crosby, Philip D. Curtin, William H. McNeill, Herman Viola, Eric Foner, Immanuel Wallerstein, Harm de Blij, and others.

Conference World 2000 will help those who face the daunting challenge of teaching survey courses covering all of world history or world geography, whether at the high school, community college, four-year college, or university level. The conference will offer advice from specialists on what to emphasize about particular regions or thematic topics. In separate instructional strategy sessions, master teachers will offer specific suggestions on how to implement the ideas set forth by the specialists in the classroom.

The Conference is being sponsored by both the World History Association, the National Council for Geographic Education, plus seven Texas universities.

For more information, brochure and registration contact: Phil White, Department of History, University of Texas, Austin TX 78712; (512)475-7202; Fax: (512)475-7222; e-mail: w2000@ut.cc.utexas.edu or website: <http://www.dla.utexas.edu/world2000/>. Cancellations after January 11, 2000, are non-refundable.

Northeast Conference 2000

Agents of Change in a Changing Age
April 13-16, 2000, Omni-Shoreham, Washington, DC

Message from the NECTFL Conference Chair, Frank W. Medley, Jr., Chair, Department of Foreign Languages, West Virginia University:

WHERE WILL YOU BE IN APRIL 2000?

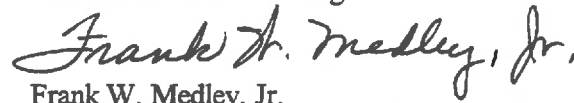
Why not Washington, DC, at the Northeast Conference?

On the Dawn of a New Millennium, a Profession Must Ask Itself Questions:

- What Impact Will the Standards Really Have? What Will Be Your Role in That Process?
- What Do Professional Leaders Envision For the Future? Does Their Vision Match Yours?
- How Will We Expand Our Understanding of the Language Learning Process? How Will We Include What You Know in the Knowledge Base we Create?
- How Will You Confront the Future? As an Agent of Change or as the Pawn of a Changing Age?

Make plans now to be among those who seek to answer these questions and help us claim our own vision for the future of Foreign Languages.

I Look Forward To Seeing You There.



Frank W. Medley, Jr.

For further information contact: Northeast Conference at Dickinson College, PO Box 1773, Carlisle PA 17013-2896; (717) 245-1977; Fax: (717) 245-1976; e-mail: neconf@dickinson.edu; web: www.dickinson.edu/nectfl

Call For Papers: Middle States African Studies Association

1st Annual Conference

Shadow of the Past

March 23-26, 2000 - Cultural Center, Charleston, WV

The Middle States African Studies Association is currently seeking papers and panel proposals for the first conference. Papers will be accepted from all disciplines. Deadline for 200 word abstract submission is December 22, 1999. Submit to: Dr. C. Stuart McGehee, Chair, Department of History, Campus Box 162, WV State College, Institute, WV 25112-1000; (304) 766-3240; Fax: (304) 766-5186; e-mail: mcgehest@wvsvax.wvnet.edu

OTHER MEETINGS AND OPPORTUNITIES OF INTEREST

41st Annual International Studies Association (ISA) Meeting, Los Angeles, CA. March 14-18, 2000. Contact: ISA, Social Sciences 324, U. of Arizona, Tucson AZ 85271; (520) 621-7715; Fax: (520) 621-5780; e-mail: isa@u.arizona.edu; web: <http://csf.colorado.edu/isa/la/>

XXII International Congress of the Latin American Studies Association. March 16-18, 2000. Miami, FL. Contact: LASA, 946 Wm. Pitt Union, Univ. of Pittsburgh, Pittsburgh PA 15260; (412) 648-7929; e-mail: lasa+@pitt.edu; web: www.pitt.edu/~lasa/lasa2000.htm

Conference: "Looking Back: The Holocaust in the Context of the Twentieth Century." April 2-3, 2000. 20th Annual Millersville University Conference on the Holocaust, Millersville, PA. Call for papers by February 1, 2000. Contact: Prof. Tanya Kevorkian, Dept. of History, Millersville University, PO Box 1002, Millersville PA 17551; (717) 871-2338; Fax: (717) 871-2485; e-mail: tkevorki@marauder.millersv.edu

Association of American Geographers (AAG) 96th Annual Meeting. April 4-8, 2000. Pittsburgh, PA. Contact: AAG, 1710 16th St. NW, Washington DC 20009-3198; (202) 234-1450; e-mail: gaia@aag.org; web: <http://www.aag.org>

Conference: "Negotiating Cultural Upheavals: Icons, Myths, and Other Institutions of Cultural Memory in Modern Russia, 1900-2000." April 14-15, 2000. Ohio State U., Columbus, OH. Submissions and inquiries to: Bill Wolf, East European Studies Center, 303 Oxley Hall, 1712 Neil Avenue, Columbus, OH 43210-1219; (614) 292-8770; Fax: (614) 292-4273; e-mail: wolf.5@osu.edu

18th Annual Conference, Center for Iranian Research & Analysis (CIRA), "Iran 2000: The Challenges Ahead." April 28-29, 2000. Bethesda, MD. Contact: Kamran Dadkhah, Exec. Director, CIRA, Dept. of Economics, Northeastern University, Boston MA 12115; (617) 373-2297; Fax: (617) 373-3640; e-mail: kdadkhah@lynx.neu.edu; web: www.dac.neu.edu/cira

Korean War Conference 2000. June 15-16, 2000. Pittsburgh, PA. Sponsored by the General Matthew B. Ridgway Center for International Security Studies at Pitt, who invite proposals and papers, with a deadline of January 15, 2000. Direct proposals or inquiries to Tom Copeland, Ridgway Center, 3J01 Forbes Quadrangle, Univ. of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7408; Fax: (412) 624-7291; e-mail: korea50+@pitt.edu

World History Association Ninth Annual International Conference. June 22-25, 2000. Northeastern University, Boston MA. Theme: *World History as a Research Field*. Presentations of recent research and teaching experience in world history are encouraged. Submission deadline is February 18, 2000. Submissions and inquiries to: WHA 2000 Program Chair, Adam McKeown, Dept. of History, 249 Meserve, Northeastern University, Boston MA 02115; (617) 373-7917; email: amckeown@lynx.neu.edu. See conference website: www.whc.neu.edu/wha2000

Annual Prague-Berlin Seminar. June 26-July 8. Organized by Bradley University and held at the Prague University of Economics and the European Academy of Berlin. The seminar is to inform college faculty about contemporary issues facing the Czech Republic and Germany. For details, contact Dr. Gregory G. Guzman, Director, Dept. of History, Bradley University, Peoria IL 61625; (309) 677-2399; Fax: (309) 677-3377; e-mail: ggg@hilltop.bradley.edu

International Cultural Encounter in Cuba: History, Culture and Society in the African Diaspora. July 23-30, 2000. Conference will be held in Havana, Matanzas and Santiago de Cuba. Topics will explore such areas as: History, Folklore, Medicine, Language, Biological Variation, Archaeology, Religion and National Culture, Music, Dance, and the visual arts. Abstracts for papers and sessions are due December 15, 1999 to: Dr. Janis Hutchinson, Dept. of Anthropology, Univ. of Houston, Houston TX 77204-5882; (713) 743-3785; e-mail: jhutchinson@uh.edu. For registration/other information write: Conference Coordinator, Elegua Project, 7171 Torbram Rd., Suite 51, Mississauga (Toronto), Ontario, CANADA L4T 3W4; Toll-free: (800) 818-8840; Fax: (905) 678-1421; e-mail: cancuba@pathcom.com

19th International Conference for Historical Sciences: Oslo 2000. Themes: *Perspectives on Global History, The Uses and Misuses of History, and Millennium, Time and History*. August 6-13, 2000 in Oslo. Contact: Secretariat of the Congress, Univ. of Oslo, PO Box 1008, Blindern, -0315 Oslo, Norway; e-mail: oslo2000@hf.uio.no; web: www.hf.uio.no/oslo2000

Conference on Discourses of Diaspora. November 2-5, 2000. Conference of the Canadian Association for American Studies. Ottawa, Canada. Proposals by February 28, 2000 to Priscilla L. Walton, Dept. of English, Carleton University, Ottawa, Ontario K1S 5B6, Canada; e-mail: pwalton@ccs.carleton.ca

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NEH Summer Seminars & Institutes for College and University Teachers: Deadline March 1

The Division of Research & Education Programs of the NEH each year offers college/university teachers the opportunity to study humanities topics in a variety of Summer Seminars/Institutes. Participants receive from \$2,800 to \$3,700, depending on the length of the program, to cover the costs of travel, books, and living expenses.

Seminars, directed by distinguished scholars at institutions with collections suitable for advanced study, last from 5-8 weeks. Fifteen scholars are selected to participate, and applicants must submit a tentative plan for an individual research project or a program of intensive reading/study. Seminars are intended primarily for those who teach undergraduates only. Submit applications to seminar director.

Some topics and contact people for 2000 Seminars that may interest FACDIS faculty include:

Decolonization of the British Empire

July 10-August 18, 2000 (6 weeks)
Contact Director: W. Roger Louis
Department of History, University of Texas at Austin,
Austin, TX 78712; 512/471-9274
e-mail: britishstudies@mail.utexas.edu

Berlin 2000: Literature, Culture and Politics from "Zero Hour" to the "Berlin Republic"

June 5-July 14, 2000 (6 weeks)
Directors: Siegfried Mews and Keith Bullivant
Contact Information: Siegfried Mews, Department of
Germanic Languages, 443 Dey Hall, CB# 3160, Univer-
sity of North Carolina at Chapel Hill, Chapel Hill, NC
27599-3160;
Tel: 919/966-1641 or 919/843-8863
e-mail: mews@email.unc.edu or valerieb@email.unc.edu
www.unc.edu/depts/german/deptnews/deptnewsmain.html
(Seminar Location: Berlin, Germany; knowledge of
German required)

War and Memory: Postwar Representations of World War II and the Occupation in French Literature, History, and Film

June 26-August 4, 2000 (6 weeks)
Director: Susan R. Suleiman
Department of Romance Languages and Literatures,
Harvard University, Cambridge, MA 02138
Tel: 617/495-1827
e-mail: suleiman@fas.harvard.edu

NEH Summer *Institutes* last from 4-6 weeks with 20-30 participants. Institutes provide intensive collaborative study of texts, historical periods, and ideas central to undergraduate teaching in the humanities under the guidance of faculties distinguished in their fields. *Institutes* aim to prepare participants to return to their classrooms with a deeper knowledge of current scholarship in key fields of the humanities. Selected Institutes of interest for Summer 2000 include:

Religion, Philosophies, and Culture in India: Conflicts and Negotiations

June 12-July 14, 2000 (5 weeks)
Directors: Arindam Chakrabarti and Vrinda Dalmiya,
University of Hawaii
Contact: Sandra Osaki, East-West Center
1601 East-West Road, Honolulu, HI 96848-1601
Tel: 808/944-7337
e-mail: osakis@ewc.hawaii.edu

Islamic Origins

June 19-July 21, 2000 (5 weeks)
Director: Fred M. Donner
Department of Near Eastern Languages and Civilizations
University of Chicago, 1155 East 58th Street, Chicago, IL
60637; Tel: 773/702-9544
e-mail: f-donner@uchicago.edu

The Maya World: Cultural Traditions in Continuity and Change

June 18-July 29, 2000 (6 weeks)
Director: George L. Scheper, Essex Community College
Project Coordinator: Laraine Fletcher, Adelphi University
Information: David A. Berry, Community College
Humanities Association, c/o Essex County College, 303
University Avenue, Newark, NJ 07102-1798
Tel: 973-877-3577
e-mail: daberry@email.njin.net
http://www.ccha-assoc.org/maya_world/
(Institute Locations: Antigua, Palenque, Mérida)

The Civil Rights Movement: History and Consequences

June 26-July 28, 2000 (5 weeks)
Directors: Henry Louis Gates, Jr., and Patricia Sullivan,
Harvard University.
Contact Patricia Sullivan, W.E.B. DuBois Institute,
Barker Center, 12 Quincy Street, Harvard University,
Cambridge, MA 02138-3879; 617/496-6196; e-mail:
pasulliv@fas.harvard.edu

DAAD Summer Seminar: *A Century of Total War?*

The German Academic Exchange Service (DAAD), in cooperation with the University of Chicago, will offer a four-week seminar in Chicago, **June 5-30, 2000**, which will explore the place of war in 20th century European history. While focusing on the First and the Second World War as well as the Cold War, the inquiry will lead from the Balkan wars at the beginning of the century to those at the end. Seminar will examine both the nature of modern war – what makes it total or absolute as opposed to limited or contained – and into the quest for security – the “right to life, liberty and security of person” in the words of the Universal Declaration of Human Rights – in Europe. A stipend of \$3,200 will be offered. Participants must cover their own travel, meals, and lodging. Faculty from all disciplines are eligible. **Deadline: March 1, 2000** Contact: Prof. Michael Geyer, Dept. of History, University of Chicago, Chicago IL 60637; (773) 955-7204; Fax: (773) 702-7550; e-mail: mgeyer@midway.uchicago.edu

Curriculum Development Program in Russian and East European Studies

The Center for Russian & East European Studies at the University of Michigan is accepting applications for their 2000 Post-Secondary Curriculum Development Program, which provides grants to faculty and two and four-year colleges and universities to support 3- to 5-day visits to the University of Michigan for curriculum development related to the former Soviet Union and/or Eastern Europe. Visits must be between May 1 and August 14. **Deadline: March 10, 2000.** Contact: Donna Parmelee, CREES, Suite 4668, 1080 S. University, Ann Arbor MI 48109-1106; (734) 647-2238; e-mail: parmelee@umich.edu.

Summer Research Laboratory on Russia and Eastern Europe at the U. of Illinois

The Russian and East European Center at the University of Illinois at Urbana-Champaign again offers its annual program for scholars who wish to use the resources of the University Library. Associateships will be available for any period between June 12-August 4, 2000. In addition to full library privileges, associates will be offered housing awards for up to 10 nights, and can stay longer at own expense. Associates will also have the opportunity to meet with their colleagues for the presentation of papers and the discussion of current research. Contact: Vicki Retzolk, Russian and East European Center, Univ. of Illinois, 104 International Studies Bldg., 910 S. Fifth St., Champaign, IL 61820; (217) 333-1244; Fax: (217) 333-1582; email: reec@uiuc.edu. **Deadline: April 1.**

Workshop on East African Culture at Michigan State

A three-day workshop on East African culture for students, faculty, and members of the public with a special interest in East Africa will be offered **June 15-17, 2000**. Lecturers will be drawn from across the nation and from MSU. (This gratis seminar is part of the larger Intensive Swahili Summer 2000 Program, June 19-July 21.) For information contact: Dr. Yacob Fisseha, African Studies Center, 100 Center for International Programs, Michigan State Univ., East Lansing, MI 48824-1035; (517) 353-1700; Fax: (517) 432-1209; e-mail: fissehay@msu.edu

French Teaching Methodology and Quebec Culture

From **June 25-July 2, 2000**, Linguahostel, in collaboration with the University of Montreal, will offer its second annual French Teaching Methodology and Quebec Culture Program in Montreal. Teachers enroll in the program section according to the level they teach. Program cost of \$800 (USD) includes: all instruction, guided excursion to Quebec City, including transportation and one night's lodging; daily breakfasts and lunches; two dinners; credits if desired. Lodging additional(dormitory or host family). Contact: Elizabeth White, Linguahostel, 14 Edgewater Estates, Plattsburgh NY 12901; 888-358-0093 (toll-free); e-mail: lhostel@together.net; web: <http://homepages.together.net/~lhostel>

Cultural Awareness and Service Trip to Guatemala

The West Virginia University Extension Service and Morgantown North Rotary announce a Cultural Awareness and Volunteer Service Trip to San Lucas Toliman, Guatemala on February 5-13, 2000. The Roman Catholic mission in San Lucas, established in 1596, will host the group and provide all ground transportation, housing, and food during the stay. The main cost of the trip is airfare (\$374) round trip from Pittsburgh. Travelers should plan to make a tax-deductible donation to the mission (\$100 or more), plus cover one night's lodging and meals in Guatemala City and about \$25 in tips. Service will be volunteered to aid the local population in improving their quality of life and personal dignity. The mission imparts historical and cultural information to increase awareness and understanding of life for indigenous peoples of Guatemala. **Deadline: December 13.**

For additional information contact: Richard Fleisher: (304) 293-2694, e-mail: rfleishe@wvu.edu

OTHER OPPORTUNITIES FOR STUDENTS AND FACULTY

WVU Summer Program in China

The WVU College of Business and Economics will offer six credits in International Business (200 level) to students during Summer I: **May 23-June 30, 2000**. Two weeks will first be spent in Morgantown in classes on Chinese history, geography and culture, plus trip orientation. Classes will be taught by WVU faculty on campus and on location in China. The 18-day trip will include seven days in Shanghai at the Baoshan Steel Training Center, seven days in Tianjin at Tianjin Economic Area Training Center, and two days in Beijing. The six-week course will conclude with instruction and final project on campus in Morgantown. While in China, corporate visits will include: Motorola, American Standard, Ingersoll-Rand, Shanghai Airlines, and Shanghai Construction Company.

The full cost for the trip, which includes tuition for six hours credit, air transportation from Pittsburgh, room and board in China, sight-seeing, and corporate visits is **\$2,500**. This bargain cost is possible because of contributions from Chinese alumni.

Students from other West Virginia institutions who have a strong interest in International Business are encouraged to apply and participate as a transient student at WVU. For application forms contact: Tammy Nesbitt, WVU Office of International Programs, 139 Stansbury Hall, WVU, Morgantown WV 26506-6214; (304) 293-6955; Fax: (304) 293-6957; e-mail: tnesbitt@wvu.edu

National Security Education Program (NSEP)

NSEP undergraduate scholarships provide U.S. students at two- and four-year institutions funding to study abroad. The goal of NSEP is to build a base of future leaders who have the language and cultural understanding skills needed to succeed in the global arena.

NSEP scholarships are awarded for study in geographic regions currently under-represented in study abroad (*not* including Western Europe, Canada, Australia and New Zealand), and are available for study during the Summer 2000, Fall 2000 and Spring 2001. **Application Deadline: February 7, 2000.**

Summer study is available to freshmen and sophomores, as well as to students at all levels who are pursuing courses of study in applied sciences or engineering. To promote cultural and linguistic immersion, longer periods of study abroad are recommended, especially for juniors

and seniors. The award for a semester ranges from \$4,000 to \$8,000 and from \$6,000 to \$16,000 for a full academic year. Selection of NSEP recipients is based on merit; however, the amount of the scholarship is based on program costs and consideration for financial need. NSEP scholarship recipients incur a service agreement requiring they work 1) in a national security position or 2) work in the field of higher education

For further information contact: NSEP, Institute of International Education, 1400 K St., NW, Ste. 650, Washington DC 20005.; (800) 618-6737; e-mail: NSEP@iie.org; website: www.iie.org/nsep

Teach Abroad

In an effort to promote the exchange of scholars across borders, the American Political Science Association and the European Consortium for Political Research have joined together to establish the APSA/ECPR Scholar Clearinghouse. It is designed to facilitate the offering of visiting positions between U.S. institutions and those in ECPR member countries.

The program consists of two primary components. Unilateral listings include individual scholars seeking a visiting position or departments offering a short term visiting position to a scholar from abroad. Bilateral exchanges include departments in two or more institutions exchanging scholars on a short-term basis.

Further information about the program may be obtained at: <http://www.apsanet.org/exchange>

Panel Readers Needed for U.S. Department of Education International Programs

The International Education & Graduate Programs Service in the US Dept. of Education administers a variety of international programs. IEGPS continually seeks language and area studies specialists to serve as readers for grant competitions. Readers travel to Washington, DC for a week-long panel review, and are provided with round-trip travel, hotel room, meal allowance and modest compensation. The review process involves reading of the applications and daily discussions with other panelists. If interested in serving as a reader, please send c. v. (including Social Security number and home and office phone numbers) to: John Paul, International Education and Graduate Programs Service, US Dept. of Education, 400 Maryland Ave., SW, Washington DC 20202-5331; (202) 401-9771; Fax: (202) 205-9489.

NEWS AND NOTES

Fairmont State's Kestral: Journal, Festival and Tour

For the past eight years, *Kestral* has been a literary journal with a theme: "A Living Literature." From the outset, the journal, which includes poetry, prose, and the visual arts, has been linked to a spring festival celebration of literature, art, music, dramatic performance, and other creative work.

This year, the 8th annual "Kestral Festival of the Arts" will celebrate Irish literature, folklore, art, traditional music, and dance. It will be held Wednesday-Saturday, April 5-8, 2000, at Fairmont State College, and includes more than ten lectures, as well as fiction, dance and poetry workshops conducted by the visiting lecturers.

Kestral Issue 14 (Fall 1999) will feature Irish writers Paul Muldoon, Eamon Grennen, Katie Donovan, Jean Valentine and others, along with color photographs of Eadhmonn Ua Cuinn's "Celtic Stone Carvings." An annual subscription to the journal is \$10.00.

This summer, *Kestral* is organizing a "Celtic Spirituality Tour of Ireland," June 4-13, 2000. The tour, up the west coast of Ireland through Clare, Galway, Mayo and Sligo, will explore how Celtic religions blended with early Irish monasticism to forge an inspiring belief system which drew from mystical traditions and older pre-Celtic faiths. Tour will also visit the Aran Islands, Inisbofin and Achill, and will draw threads from folklore, history, language, music, literature and nature. Tour will be led by Mick Moloney, renowned folklorist and native of County Limerick, who is a professor of folklore at Villanova University, and historian/archeologist, Michael Gibbons, director of the Connemara Heritage Center. Cost for the trip is approximately \$2,500 inclusive of air fares from Pittsburgh to Shannon.

For more information on the tour, the journal, or the *Kestral Festival of the Arts 2000*, contact Mary Dillow Stewart, Editor, Div. of Language and Literature, Fairmont State College, 1201 Locust Avenue, Fairmont WV 26554; (304) 367-4815; Fax: (304) 367-4896; e-mail: kestral@mail.fscwv.edu

African Art Exhibition at WV Wesleyan College

An exhibition from the African Art Collection of Ben and Flo Freedman of Morgantown opened on October 15, 1999, in the Sleeth Gallery at WV Wesleyan, organized by Margo Davis (Art).

West Virginia State College International Events

WV State has been awarded a \$200,000 grant to further expand a program developed between the National University of Benin (NUB) and WVSC through connecting the two institution's libraries. Six librarians from WVSC will travel to Benin during the next three years to learn about African librarianship, and six librarians from NUB will come to WVSC to learn about American librarianship, archives, and technology. At the conclusion of the grant, the Drain-Jordan Library at WV State will become a depository of Benin government publications. Also, a group of WVSC faculty participated in a study trip to Benin last summer to gather cultural and language data to revise courses for the new international studies minor. The study trip was funded by WVSC's Title VI grant from the US Department of Education Undergraduate International Studies and Foreign Language Program.

Other FACDIS faculty "gleanings" from WVSC's Office of International Affairs newsletter, *Le Journal*, include: Danny Boyd (Communications) recently returned from a year as Senior Fulbright Scholar at the University of Dar Es Salaam, Tanzania as professor of Film Studies. Sarah Drennan (Foreign Language) spent a week in Barcelona last summer on the "Spanish Teachers Scholarship Program to Barcelona," funded by grant from the Turisme de Barcelona and Universitat de Barcelona. Carolyn Halstead (Foreign Languages) took part last summer in Earthwatch Institute's archaeological dig on the Spanish Mediterranean island of Mallorca

GLENVILLE STATE COLLEGE recently approved a new Global Studies Minor, which will consist of 21 semester hours covering such topics as World Geography, Sociology, Economics, Spanish, History, and Political Science. In addition, Will Oliver (Criminal Justice) has proposed and received acceptance to alter the curriculum for the Behavioral Science Degree/Concentration in Criminal Justice to incorporate a new course titled "Comparative Criminal Justice Systems."

BETHANY COLLEGE sponsored a two-day event on mountain top coal removal and its economic impact on West Virginia on December 1 and 2 at the Bethany Leadership Center.



The Dairy Association's huge success with the campaign "Got Milk?" prompted them to expand advertising to Mexico. It was soon brought to their attention the Spanish translation read, "Are you lactating?"

TEACHING NOTES

Call for Submissions

Editor's Note: In recent issues of the *FACDIS Newsletter*, we have been interested in including more analytically academic content in articles dealing with instruction. Mike Strada wrote articles on the "1999 WV Great Teachers Seminar" (September, 1999) and "The Art of Syllabus Making" (April, 1999). During the Institutional Representatives (IR) meeting in November, we agreed to encourage FACDIS faculty to submit short scholarly teaching-oriented articles for consideration in the *Newsletter* (approximately 1,000-1,500 words). Obviously, submissions should include an international/foreign content or focus, and of course, be teaching-related. It is impossible for us to know at this time how many submissions we might receive, thus, our central office reserves the right to select articles on the basis of: 1) relevance to innovative teaching; 2) international content; and 3) quality of submission (stylistic clarity and directness). We are encouraging work of a scholarly bent.

We are delighted that Liz Fones-Wolf (History, WVU) submitted a short article for this issue, which ties in to how she approaches the topic of "Global Migration," the theme of our recent annual workshops, into her American History classes.

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Using Family History in Teaching Migration

Elizabeth Fones-Wolf, WVU

As an American historian, the twin themes of immigration and migration make up an important component in many of my classes. With the exception of Native Americans, most Americans are either immigrants or descendants of immigrants. In the seventeenth and eighteenth centuries, seeking economic opportunity or religious freedom, Europeans migrated from Great Britain and Western Europe and brought Africans in bondage. In the early 19th century a new wave of immigrants came into the United States, with a variety of mixed motives. While many Germans brought craft skills and sought economic or political freedom, unskilled Irish peasants desperately fled the potato famine and faced exploitation in the emerging industrial cities of America. Historians have dubbed the next major wave of newcomers who flooded American shores between 1880 and 1924 as the "new immigrants." Comprising this new wave were many from southern and eastern Europe pushed by disruption in traditional rural economies or, in the case of Jews, by increasing anti-Semitism. Immigrants were also pulled by the demand of American industry for heavy, low-paid labor. Growing hostility against immigrants and other minorities helped choke off this wave and culminated with the passage of the restrictive National Origins Act in 1924. The Immigration and Nationality Act of 1965 ended the western European bias and opened the doors to another wave of migration that continues to bring large numbers of Asians and Latin Americans to the United States.

Historians' understanding of the process that undergirded these various waves of migration has changed dramatically over the past thirty years. Earlier interpretations cast America as a land of opportunity and emphasized the quick assimilation of immigrants into American culture. In the seventies and eighties, historians began putting American immigration into the context of a transatlantic migration system, which involved large numbers of sojourners, working with the intention of returning to Europe. Instead of opportunity and assimilation, this newer history stressed exploitation, failure, and disillusionment and the continuing vitality of ethnic cultures and identity.

In teaching the complex story of immigration, I have been guided by historian Sara Evans' observation that "students learn best when they see their own links to the material." To help students in my economic history class make a personal link to the history of immigration, I ask them to write about, and share with the class, the story of their family's migration to America. The assignment asks them to identify the period of transplantation, to determine under what circumstances their ancestors came to the United States, and to describe their initial experiences in this country. The research is done through oral interviews with family members, enabling some students to learn for the first time about their family "roots."

(continued on page 16)

To help students integrate their family's experience into the larger framework of American immigration, I set the stage with a lecture on immigration history between 1880 and 1920, focusing on causes for immigration, the migration experience, settlement patterns, work and family life, politics, and the development of ethnic institutions. Students also view a PBS video entitled, "The Journey to America" and read a series of short articles or a monograph like John Bodnar's *The Transplanted: A History of Immigrants in Urban America* or sometimes a novel like Thomas Bell's *Out of This Furnace*, which is the story of three generations of Slavic steelworkers in Pittsburgh.

During the class period when students share their family histories it becomes clear that migration was more than an impersonal process of the distant past, but an ongoing human experience. Our class discussion about the waves of immigration became much more meaningful as students placed their families into a particular wave.

The "old immigrants," were represented by a student whose family came from central Ireland in 1870 to work in the Pennsylvania anthracite district. The "new immigrants" were embodied by a student of Serbian descent whose great-grandfather arrived in 1909 to work in the steel mills of Youngstown, Ohio.

Three years later, he sent for his wife and small daughter. After losing three fingers in a work-place accident, he eventually moved to work in the mines in Monongah, West Virginia. Family memories include KKK cross burnings, being thrown out of company houses for union activism, and living in union-built barracks during the strikes of the late twenties.

Joe and Natalia represented the most recent wave of immigrants. Joe's family came from India, via Trinidad. His father arrived in 1968 and worked as a peddler before becoming an x-ray technician and opening an x-ray film distributing business. Natalia is of Mexican descent. During World War II her grandfather participated in the "bracero" program, which allowed employers to hire temporary Mexican farm workers. He returned to Mexico, but shortly after the passage of the 1965 immigration act Natalia's mother immigrated to California where she worked as a house maid, sending money home until her family reunited in the United States.

Stories such as these help students examine the personal dimensions of the immigrant experience and demonstrate that history is constantly being made by ordinary people.

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INSTRUCTIONAL RESOURCES

The New International Studies Classroom: Active Teaching, Active Learning

Edited by Jeffrey S. Lantis, Lynn M. Kuzma, and John Boehrer, this new title from Lynne Rienner Publishers is scheduled for publication in February, 2000. It combines curricular themes and teaching methods to provide practical teaching tools for international studies faculty.

The broad range of substantive issues addressed in the book reflects the diversity of actors—national, regional, and international—that respond to global problems. The authors explore new techniques for covering these issues, focusing on the case method, games, simulations, role-playing exercises, and uses of technology. Emphasizing linkages between theory and practice, each chapter features classroom activities designed to engage students and encourage critical thinking. Teaching tips and a list of additional resources complete this handbook. Hardback: \$55, paperback: \$26.95. To order call: (304) 444-6684; Fax: (303) 444-0824. Shipping: \$3.50 first book, \$1 each additional. See website: www.rienner.com

Workers Without Frontiers: The Impact of Globalization on International Migration

By Peter Stalker, this is another new title (December, 1999) from Lynne Rienner Publishers that was not yet available for our recent book display at the workshops.

Book is an assessment of a complex and contentious issue, which brings together the latest information on international migration in the context of the global economy. Redressing a gap in most discussions of globalization, Stalker examines how migration interacts with movements of goods and capital, and how it is closely tied to social and economic changes. He makes clear the major impact that economic convergence is likely to have on migrant flows and with what broader consequences.

Peter Stalker has long been associated with the ILO, the UNDP, and the *New Internationalist*. Hardback: \$45; paperback: \$17.95. To order call: (304) 444-6684; Fax: (303) 444-0824. Shipping: \$3.50 first book, \$1 each

INSTRUCTIONAL RESOURCES (cont.)

United Nations Publications

Textbooks For Professors Via the Internet. The UN Publications Academic Textbook Programme is now available on the Internet: www.un.org/Pubs/textbook

The books have been selected from major subject areas such as: Political Science and International Affairs, International Law and Legal Issues, Economics and International Business, Sociology and Social Issues, Environment and Sustainable Development, Women's Studies, Population, and Urban Studies. The program is designed for professors to review titles prior to classroom adoption. Each book is specially priced to allow academics to review the titles for their teaching courses. For the most part, the titles sell for less than 50% of their list price.

To receive e-mail announcements of new titles contact: Marta-Cecilia Aviles, Sales & Marketing Representative at 800-253-9646 (toll-free) or e-mail at aviles@un.org

Worldwatch Institute Publications

State of the World 2000

As the 21st century dawns, the Worldwatch Institute's award-winning research team takes a fresh look at the trends that put the global economy on a collision course with the Earth's ecosystems. This first edition of the new century lays out the case for a rapid transition to an environmentally sustainable economy "before we do permanent damage to the natural systems that support our global civilization."

This is the 17th in a series from the Worldwatch Institute, which has won acclaim from the world's leading policymakers, UN officials, scholars, and environmental activists. The new edition, at the outset of the 21st century, illustrates how governments are responding to the threats of population growth, climate change, contamination by pesticides, changes in cropland productivity, how we can save the world's forests, and how we can shift from uncontrolled growth to a sustainable economy. Lester Brown, President of Worldwatch, states, "If we cannot build an environmentally sustainable global economy, then we have no future that anyone would desire."

Due off the press in January, the report can be used in such diverse courses as biology, economics, environmental science, geography, political science, etc. An introduc-

tory price of \$25 includes the book, as well as five Worldwatch Papers as they are released throughout the year 2000. Also included is a copy of senior researcher Sandra Postel's *Pillar of Sand: Can the Irrigation Miracle Last?* which deals with water scarcity—the single biggest threat to global food production. Tensions over water have the potential to incite civil unrest, spur migration, further impoverish already poor regions, destabilize governments, and lead to armed conflicts. To order, call toll-free: (800) 555-2028 or Fax: (202) 296-7365. E-mail: wwpub@worldwatch.org or see website at: www.worldwatch.org

APSA Teaching Web Site

The American Political Science Association created the *Teaching Political Science* web site—an online resource for political science scholars and teachers. The site is composed of four main sections: Syllabi, Resources, Teaching and Civic Education, and also includes professional development opportunities for teachers, references for student research, and innovations in technology for teaching. Visit site at: www.apsanet.org/teach/index.cfm

The History Teacher

The Society for History Education has published, since 1967, *The History Teacher*, the most widely recognized journal devoted to the teaching of history in universities, community colleges and pre-collegiate schools. The journal is published quarterly in November, February, May and August. The journal includes reports on promising new classroom techniques, educational programs and curricula, and methods of evaluating instructional effectiveness. Articles such as "Make Your History Class Hop with Excitement (At Least Once a Semester): Designing and Using Classroom Simulations" [Feb. 1998] by Thomas Arnold, Yale University, "Environmental History: Profile of a Developing Field" [May 1998] by Mart A. Stewart, Western Washington University, and special sections, such as "The Past and Future of British History" [Nov. 1997] are supplemented by critical reviews of audio-visual materials, textbooks, supplementary readers and other teaching and learning aids.

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

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