
THE THIRTY-EIGHTH ANNUAL WORKSHOPS IN INTERNATIONAL STUDIES

Global Issues in the 21st Century

SPONSORED BY



The West Virginia Consortium
for Faculty and Course Development
in International Studies

November 1-2, 2018
Lakeview Resort and Conference Center
Morgantown, West Virginia

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** Institutions whose Institutional Representative serves on the Steering Committee until November 30, 2019.

Workshops Program Planning

Central Program Office:

Program Coordinator: James Siekmeier, Director, FACDIS

Program Assistant: Gretchen Peterec, Assistant Director, FACDIS

Workshop Chairpersons:

Vijay Shah (WVU at Parkersburg)

Janis Rezek (WVU Institute of Technology)

Danny Franke (Alderson Broaddus University)

Frew Hailou (West Virginia State University)

Global Issues in the 21st Century

Focusing on:

Subversive Educational Pedagogies: Flipping Student Perspectives

Collaborative Teaching/Learning in the International Studies Classroom

Science, Technology, & International Affairs

International Relations & Conflict Processes

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Funded by
State of West Virginia Higher Education Policy Commission
and Participating Institutions in FACDIS

PROGRAM

THURSDAY, NOVEMBER 1

Guide to workshop leaders can be found at end of the program.

9:30 am-1:00 pm **REGISTRATION: Library**

10:30 -11:15 am **STEERING COMMITTEE MEETING: Ward
Christopher Room**

11:45 am-1:15 pm **LUNCH: Reflections Ballroom**
(On lobby level floor, off the Library)
Welcome: James Siekmeier, Director, FACDIS
Luncheon Reflections from the West Virginia Higher
Education Policy Commission
International Waters: What is the Temperature?
Corley Dennison, Vice Chancellor for Academic Affairs,
Megan Gibbons, Coordinator of International Education,
and Matt Turner, Executive Vice Chancellor for
Administration

1:30-3:00 pm **OPENING PANEL DISCUSSION WITH
PRESENTERS: Reflections Ballroom**
*Subversive Educational Pedagogies: Flipping Student
Perspectives* Kirk Bowman, Georgia Tech
*Collaborative Teaching/Learning in the International
Studies Classroom* Jamie Frueh, Bridgewater College
Science, Technology, & International Affairs Margaret
Kosal, Georgia Tech
International Relations & Conflict Processes Krista
Wiegand, University of Tennessee

3:00-3:15 pm **BREAK: Chestnut Foyer**

3:15-4:45 pm **First Set of Concurrent Sessions**

Topic 1. **Subversive Educational Pedagogies: Flipping Student
Perspectives**

Room: Chestnut Room 1 (On rear main level; opposite elevator)
Leader: Kirk Bowman, Georgia Tech
Chairperson: Vijay Shah (WVU at Parkersburg)
Session I: *Using Popular Culture to Engage Students on Politics
and Society: Soccer and Global Politics*
Sports has long been a lens for understanding society and
politics. For multiple reasons, soccer is the preeminent
global lens to explore multiple dimensions of identity,
politics, economics and society. This session will
describe the impetus and history of Georgia Tech's
Soccer and Global Politics course. This course is
particularly useful for engaging students from
engineering and other non-social science disciplines.
We will describe the themes and pedagogy of the course.

These elements are particularly useful in getting
international students to think and express themselves in
critical and rebellious ways that may be difficult in their
home countries. The session ends in a discussion of
other lenses that could replace "soccer" and provide
similar useful outcomes.

Topic 2. **Collaborative Teaching/Learning in the International
Studies Classroom**

Room: Chestnut Room 2 (On rear main level; opposite elevator)

Leader: Jamie Frueh, Bridgewater College

Chairperson: Janis Rezek (WVU Institute of Technology)

Session I: *Collaborative Teaching/Learning in Theory and
Practice*

This session provides both philosophical foundations and
practical advice about how to create stimulating and
effective learning environments through the use of
collaborative learning techniques. Collaborative learning
is a strategic approach to empowering students as
participants in their own education that makes pedagogy
more active and interactive. The techniques are adaptable
to all size and level of classes, and are particularly well
suited to the study of global politics. Participants learn
pedagogical techniques and practice their use in small
"base" groups.

Topic 3. **Science, Technology, & International Affairs**

Room: Seminar Rooms 1-2 (Take elevator opposite Chestnut
Room and go to middle level of hotel)

Leader: Margaret Kosal, Georgia Tech

Chairperson: Danny Franke (Alderson Broaddus University)

Session I: *Understanding the Role of S&T in a Complex World*

This session will focus on an overview of science and
technology in the functioning of states and societies
worldwide and the international context for the
development of science and technology. How has science
and technology impacted war, power, development, and
institutions? Rarely does science or technology itself
drive foreign or national security policy; the potential
security, economic, or other national-level consequences
of the application of science to human endeavors is where
technology intersects with policy. Science and technology
(S&T) can be causal, intervening, or determinant factors.
The ability to recognize, communicate, and identify nodes
for intervention, change, or influence are strategic
requirements for effective use of S&T domestically and
internationally.

Topic 4.	International Relations & Conflict Processes
Room:	Seminar Rooms 3-4 (Take elevator opposite Chestnut Room and go to middle level of hotel)
Leader:	Krista Wiegand, University of Tennessee
Chairperson:	Frew Hailou (West Virginia State University)
Session I:	Conflict Processes What is conflict processes? What is conflict management? In this session, we will examine the different approaches used to research and teach about international conflict, civil wars, and other forms of political violence in the world. First, we'll talk about the difference between security studies, peace studies, and conflict processes and the different research approaches and topics that can be taught in the classroom stemming from these subfields. Then we'll dive into the stages of conflict processes, also known as conflict management, and the topics that can be taught in International Relations courses about armed conflict and international disputes. We will next examine trends in the study of international and civil conflict, particularly the increase in teaching and research about civil wars and terrorism, and how narrow or broad courses about armed conflict should be.
5:30-6:30 pm	SOCIAL HOUR (cash bar): Library
6:30 pm	BANQUET: Reflections Ballroom EVENING EVENT: Music selections by Mike Melnyk, host of "Tilt-a-World," a weekly international/world music program on WRCT 88.3 FM in Pittsburgh.
FRIDAY, NOVEMBER 2	
7:00 am	INSTITUTIONAL REPRESENTATIVES BREAKFAST: Ward Christopher Room
7:30 am	GENERAL BREAKFAST: Reflections Ballroom (On lobby level floor, off the Library)
8:30-10:00 am	Second Set of Concurrent Sessions. Participants will stay in same track as Thursday afternoon (3:15 pm-4:45 pm).
Topic 1.	Subversive Educational Pedagogies: Flipping Student Perspectives
Room:	Chestnut Room 1 (On rear main level; opposite elevator)
Leader:	Kirk Bowman, Georgia Tech
Chairperson:	Vijay Shah (WVU at Parkersburg)
Session II:	Turn the World Upside Down: Learning Lessons from Latin America According to Max Weber, "The primary task of a useful teacher is to teach students to recognize inconvenient

	facts—I mean the facts that are inconvenient for their party opinions." Lessons from Latin America is a course perspective where the U.S. and Europe are no longer the models that the rest of the world tries to emulate. Rather, it showcases the tremendous policy innovations in politics, development, and culture that originated in Latin America, and often spread to other parts of the world. This subversive discourse opens a fresh interpretation the region and elevates Latin Americans as innovators and global leaders.
Topic 2.	Collaborative Teaching/Learning in the International Studies
Room:	Chestnut Room 2 (On rear main level; opposite elevator)
Leader:	Jamie Frueh, Bridgewater College
Chairperson:	Janis Rezek (WVU Institute of Technology)
Session II:	Positive Interdependence and the Art of the Discussion Question This session explores strategies for positive student interdependence and ways to avoid problems often associated with student discussions in undergraduate classrooms. In their base groups, participants workshop options in the context of specific constraints and opportunities in their own classrooms. The session also explores tips for crafting questions of genuine curiosity that inspire student participation and engagement. Participants wordsmith questions likely to provoke undergraduate student thought and discussion and try them out on the larger group.
Topic 3.	Science, Technology, & International Affairs
Room:	Seminar Rooms 1-2 (Take elevator opposite Chestnut Room and go to middle level of hotel)
Leader:	Margaret Kosal, Georgia Tech
Chairperson:	Danny Franke (Alderson Broadus University)
Session II:	S&T and International Affairs in WMD Policies and Emerging Technology Governance This session will focus on two specific areas in which S&T play important roles: nuclear, chemical, biological, and radiological weapons (aka Weapons of Mass Destruction or WMD) and policies surrounding emerging technologies, such as genetic engineering, cybersecurity, artificial intelligence, robotics, autonomy, additive manufacturing (aka 3D printing), nanotechnology, cognitive neurosciences, and space weapons. Nuclear weapons were a dominating force of the 20 th Century and

retain a strategic role internationally; the use of chemical and biological weapons by states and non-state actors has re-emerged as a real-world tactic by states in the last five years. Rapid technological changes are anticipated to occur over the ensuing decades in a globalized world characterized by complex diplomatic and security challenges. While emerging S&T promise breakthroughs in new capabilities, they also generate skepticism and controversies. How will these nascent scientific and technological developments impact governance, cooperation, and conflict; and what are the potential international impacts?

Topic 4.	International Relations & Conflict Processes
Room:	Seminar Rooms 3-4 (Take elevator opposite Chestnut Room and go to middle level of hotel)
Leader:	Krista Wiegand, University of Tennessee
Chairperson:	Frew Hailou (West Virginia State University)
Session II:	<i>Territorial & Maritime Disputes</i>
	The number one cause of armed conflicts and wars is disputes over territory. Despite the decline in interstate wars, more than 70 interstate disputes exist today over territory, and more over maritime spaces, such as the South China Sea dispute. Both of these types of disputes can escalate to armed conflict, making these disputes potentially very costly. We will examine the reasons why states claim territory and maritime rights, the strategies that states use to defend or acquire the disputed areas, the costs of ongoing disputes, and the peaceful resolution attempts made by states to resolve the disputes. The study of territorial and maritime disputes can be incorporated in any courses in international studies or international relations since so many issues are directly or indirectly related to these types of disputes. These include the Israel-Palestine conflict, the South China Sea dispute, and the North-South Korea dispute, all hot topics in international relations.
10:00-10:30 am	COFFEE BREAK
10:30 am-12 noon	Third Set of Concurrent Sessions. Participants will stay in same track as Thursday afternoon (3:15 pm-4:45 pm) & Friday morning (8:30 am-10:00 am).
Topic 1.	Subversive Educational Pedagogies: Flipping Student Perspectives
Room:	Chestnut Room 1 (On rear main level; opposite elevator)
Leader:	Kirk Bowman, Georgia Tech

Chairperson:	Vijay Shah (WVU at Parkersburg)
Session III:	<i>Please Stop Trying to Save the World: Why the Cults of Leadership and Technology Are Undermining Global Development</i>
	This session presents the currently-popular Philanthropists' Burden as a whitewashing of the White Man's Burden. Universities and curriculum are doing the world a disservice by indoctrinating students that they are all leaders and they can use technology and voluntourism to change the world. We discuss a radical approach to global development based on local solutions and indigenous leadership. A range of examples highlight the conventional practice that is doing more harm than good. We explore alternative paradigms of service learning and sustainable development, including the Rise Up & Care demonstration project in Rio de Janeiro, Brazil. The session ends with a discussion of the structural impediments of the job market and the quest for the perfect resume that strongly encourage students to follow the Philanthropist's Burden and techniques to reduce those pressures.
Topic 2.	Collaborative Teaching/Learning in the International Studies Classroom
Room:	Chestnut Room 2 (On rear main level; opposite elevator)
Leader:	Jamie Frueh, Bridgewater College
Chairperson:	Janis Rezek (WVU Institute of Technology)
Session III:	<i>Communicating the Objectives of Teaching and Learning Global Politics</i>
	This session investigates the responsibility instructors have to be transparent about learning objectives in syllabi, presentations and assignments. In base groups, participants ask each other specific questions based on a previous reading of each other's syllabi, and offer collaborate on incorporating ideas from the previous sessions into those courses. Finally, participants strategize about explaining their overarching teaching philosophies to colleagues and search/review committees.
Topic 3.	Science, Technology, & International Affairs
Room:	Seminar Rooms 1-2 (Take elevator opposite Chestnut Room and go to middle level of hotel)
Leader:	Margaret Kosal, Georgia Tech
Chairperson:	Danny Franke (Alderson Broadbudd University)
Session III:	<i>Practical Classroom Resources</i>
	The goal of this final session is to equip participants with

practical tools to help enable students to understand the complex problems at the intersection of scientific and technical issues and international affairs. We will focus on teaching resources, ideas, and approaches as participants develop new lectures, courses, and materials on the workshop topic. We'll review syllabi and explore using methods such as scenario-planning, war-gaming, and simulations as pedagogical tools to more fully engage students in exploring the interactions among science, technology, and various aspects of international affairs.

Topic 4. International Relations & Conflict Processes
Room: Seminar Rooms 3-4 (Take elevator opposite Chestnut Room and go to middle level of hotel)
Leader: Krista Wiegand, University of Tennessee
Chairperson: Frew Hailou (West Virginia State University)
Session III: Real World Policy Projects in International Relations
 When we teach our international studies related courses, we can focus on the theories, concepts, and issues of international relations and only mention actual foreign policy issues as examples or illustrations of these theories and concepts. Rarely do faculty teach international relations courses by focusing exclusively on the foreign policy making process in the U.S. and how international relations can help policy makers to improve their knowledge of the world. In this session, we will discuss ways to include projects that are policy relevant that are not just policy papers, but actual research projects that are useful for policy makers. Using the model of Diplomacy Lab (<http://diplomacylab.org/>), sponsored by the U.S. Department of State, we will examine the benefits and challenges of involving a policy project in our courses.

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WORKSHOP LEADERS

KIRK BOWMAN, Georgia Tech

Dr. Kirk Bowman, the *Jon R. Wilcox Term Professor in Soccer and Global Politics*, joined the Georgia Tech faculty as an Assistant Professor in the Sam Nunn School of International Affairs in 1998 and was promoted to Associate Professor in 2004 and Professor in 2014. He directs study abroad programs in Argentina, Brazil, Portugal, Spain and Uruguay. A specialist in Latin American politics and political development, he is author of *Militarization, Democracy, and*

Development: The Perils of Praetorianism in Latin America (Pennsylvania University Press, 2002), *Peddling Paradise: The Politics of Tourism in Latin America* (Lynne Rienner 2013), *Lessons from Latin America: Innovations in Politics, Culture, and Development* (with Felipe Arocena, Toronto 2014) and numerous journal articles, book chapters, and reference chapters. His current projects include a book that uses soccer to explore the theories and concepts of comparative politics. He has received research support from the National Institutes of Health, the Ford Foundation, the Social Science Research Council, among others, and was a Fulbright Scholar. His teaching includes graduate and undergraduate courses in comparative politics, Latin American politics, and soccer and global politics. He was the University System of Georgia Excellence of Teaching 2007 recipient and the 2008 Carnegie-Case Professor of the Year for the state of Georgia. Dr. Bowman is the co-founder and director of the international NGO *Rise Up & Care*. Rise Up & Care employs an innovative model of international community development that combines global development research, high-level performance organizations in the global south to transform youth, and powerful documentary films by top local directors. Bowman co-produced five feature documentary films in Brazil at the Reimagine Rio Festival with over 450 screening in Rio de Janeiro in August 2016. He has been widely quoted in press, including *The Washington Post*, *The Christian Science Monitor*, *O Globo*, and *The National Post* (Toronto).

CORLEY DENNISON, Vice Chancellor for Academic Affairs, Higher Education Policy Commission

Born in Sutton, WV, Corley Dennison graduated in 1976 from James Madison University in Harrisonburg, Va. After working for four years in commercial radio, Dennison accepted a position in 1980 as operations manager at NPR member station KXCV-FM on the campus of Northwest Missouri University in Maryville, Mo. He returned to West Virginia in 1985 as a faculty member at Marshall University. During his 29-year tenure, he was promoted to full professor and served as Faculty Senate president (1997-99), assistant dean in University College (1999-2003), assistant dean in the School of Journalism (2003-04), dean of the School of Journalism and Mass Communications (2004-12) and Associate Vice President for Academic Affairs (2012-14). He earned a master's degree in English from Northwest Missouri State University in 1984 and a doctorate in education from West Virginia University in 1992. Dennison joined the Higher Education Policy Commission as Vice Chancellor for Academic Affairs in August of 2014.

JAMIE FRUEH, Bridgewater College

Jamie Frueh is Professor of Global Politics and Director of the Center for Engaged Learning at Bridgewater College in Bridgewater, Virginia. He has organized and run pedagogy workshops on various topics, both for his home institution and for disciplinary organizations at home and abroad. He is the founder of the International Studies Association Northeast Region pedagogy workshop and has been invited to run teaching workshops at International Studies Association

international conferences and for FLACSO, the Social Sciences University for Latin America. He will be presenting a "Career Course" on collaborative teaching/learning prior to ISA's international convention in Toronto in March. His current book project is an edited volume entitled *Journeys through Teaching World Politics*, a collection of auto-ethnographic essays by 23 experienced International Relations (IR) scholars laying out their philosophical and practical development as teachers of global politics. Its goal is to inspire doctoral students and teaching professionals to devote the conscious energy necessary to continuously become great IR teachers.

MEGAN GIBBONS, West Virginia Higher Education Policy Commission and Glenville State College

Dr. Megan Gibbons is Coordinator of International Education for the West Virginia Higher Education Policy Commission. In this capacity, she oversees the HEPC J-1 Consortium, the GlobalWV education abroad programs, and the statewide virtual exchange Collaborative Online International Learning (COIL) program. Dr. Gibbons is also a tenured Associate Professor of Spanish at Glenville State College. In addition to teaching language, literature and culture, she serves as Director of International Programs at Glenville State, focusing especially on virtual exchange and faculty-led study abroad. Dr. Gibbons received her Ph.D. in Hispanic Language and Literature from Boston University. Her international living and work experience includes time spent in Italy and Panama, as well as completing a master's degree in Madrid and a Fulbright placement in Oviedo, Spain, where she conducted research on COIL.

MARGARET KOSAL, Georgia Tech

Dr. Margaret E. Kosal is Associate Professor in the Sam Nunn School of International Affairs at Georgia Institute of Technology, where she is the Director of the Sam Nunn Security Program and the Program on Emerging Technology and Security. She was recently appointed faculty in the Parker H. Petit Institute for Bioengineering and Bioscience at Georgia Tech. Her research explores the relationships among technology, strategy, and governance. She focuses on two, often intersecting, areas: reducing the threat of weapons of mass destruction (WMD) and understanding the geopolitics of emerging technologies. She is the author of *Nanotechnology for Chemical and Biological Defense*, which explores scenarios, benefits, and potential proliferation threats of nanotechnology and other emerging sciences, and editor of the volume, *Technology and the Intelligence Community: Challenges and Advances for the 21st Century*. Formally trained as an experimental scientist, Kosal earned a doctoral degree in Chemistry from the University of Illinois at Urbana-Champaign (UIUC) working on biomimetic and nano-structured functional materials. She is also the co-founder of a sensor company, where she led research and development of medical, biological, chemical sensors and explosives detection. During AY 2016-2017, she served as a Senior Adjunct Scholar to the Modern War Institute at West Point. Kosal previously has served as a Senior Advisor to the Chief of Staff of the U.S. Army,

as Science and Technology Advisor within the Office of the Secretary of Defense (OSD), and as an Associate to the National Intelligence Council (NIC). She is the recipient of multiple awards including the Office of the Secretary of Defense Award for Excellence and most recently honored as Georgia Power Professor of Excellence. In January 2017, she was appointed the Editor-in-Chief of the Cambridge University Press journal, *Politics and the Life Sciences*.

MIKE MELNYK, Producer and Program Host, WRCT 88.3 FM, Pittsburgh
Mike Melnyk is a producer and program host at WRCT 88.3 FM in Pittsburgh. He has been involved in community radio for nearly 40 years, since his student days at Oberlin College. Mike's world music program focuses on Afro-Latino and West African popular music. He has traveled extensively through Latin America, and has maintained deep ties to rural communities in Peru.

MATT TURNER, Executive Vice Chancellor for Administration, Higher Education Policy Commission

Matt Turner joined the Higher Education Policy Commission in 2014. He has 20 years of experience in communications and public affairs roles, including serving as director of communications for Governor Joe Manchin and chief of staff and senior vice president for communications at Marshall University. Matt also worked in public relations roles for the West Virginia Department of Commerce and Special Metals Corp. Turner received bachelor's and master's degrees in journalism and public relations from Marshall University.

KRISTA WIEGAND, University of Tennessee

Krista Wiegand, a specialist in international relations, holds a joint faculty appointment with the Department of Political Science and the Howard H. Baker, Jr. Center for Public Policy at the University of Tennessee Knoxville. Wiegand joined the University of Tennessee Knoxville faculty in 2014 after nine years on the faculty at Georgia Southern University. She received her PhD in Political Science from Duke University in 2004. She is Director of the Global Security program at the Baker Center and oversees programing, workshops, speakers, and research projects with faculty fellows, a post-doctoral fellow, graduate student research fellows, and undergraduate student research assistants. Wiegand's research covers territorial and maritime disputes, conflict resolution/management, war and militarized interstate disputes, terrorism and political violence, bargaining strategies, international mediation, arbitration, and adjudication of interstate and civil conflicts, and foreign policy strategies of states in East Asia and the Middle East. She has published two books: *Bombs and Bullets: Governance by Islamic Terrorist and Guerrilla Groups* (Routledge, 2010) and *Enduring Territorial Disputes: Strategies of Bargaining, Coercive Diplomacy, and Settlement* (University of Georgia Press, 2011), and is co-editor of the book *Islands of Contention: The China-Japan Border Dispute in a Multidisciplinary Perspective* (Routledge, 2015).