



The West Virginia FACDIS NEWSLETTER

The Consortium for Faculty and Course Development
in International Studies

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FOURTEENTH ANNUAL WORKSHOPS IN INTERNATIONAL STUDIES

"The Impact of Religion and Ethnicity in a Changing World"

One hundred and eighteen faculty members from across the state of West Virginia attended the Fourteenth Annual FACDIS Workshops in International Studies, held November 11-12 at Lakeview Resort in Morgantown. The theme was *"The Impact of Religion and Ethnicity in a Changing World."* Sessions focused on four important topics: *Islam and Social/Economic Change; Religion and Ethnicity in the States of the Former Soviet Union; Religion and Reform in Latin America; and Quebec and Canada.*

The Workshops were led by four consultants, selected by Planning Committees composed of FACDIS members. Martha Brill Olcott, a political scientist from Colgate University, led two sessions on the former Soviet Union, and focused on the "national problem" prior to independence, as well as the problems faced today as member nations attempt to balance national dreams and multi-national realities. Edward Cleary of the Latin American Studies Program at Providence College led sessions dealing with Catholicism in Latin America, liberation theology, and the burgeoning growth of Protestantism and evangelical Pentecostalism in Latin America. Pierre Anctil, a Canadian anthropologist specializing in French Canada Studies, led sessions focusing on the characteristics of Québécois culture and the substance of francophone identity. John Stempel, Director of the Patterson School of Diplomacy at the University of Kentucky led sessions on Islamic society and social/economic change.

Each consultant also presented information on teaching his/her topic in the undergraduate classroom. A variety of articles or other instructional materials were selected by the consultants and distributed to faculty to assist them in their teaching of the topic.

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ANNUAL WORKSHOPS (cont.)

Nancy Lubin, Peace Fellow at the U.S. Institute of Peace, delivered the keynote address after the banquet on Thursday night. Her topic was "*Mullahs, Mafias, and Muck: Key Challenges in Central Asia*" and her superb talk stimulated much interest among faculty who attended.

Other events at the Workshops included an opening luncheon address by West Virginia University's new Provost and Vice-President for Academic Affairs, Dr. Thomas J. La Belle, who spoke on "Schools and Segmentation: Society's Arena for Multiculturalism." In a departure from our usual format, after lunch the Workshops opened with a plenary session panel of each of the four consultants laying out what he/she regards as the most important aspects of "The Impact of Religion and Ethnicity" as it related to his/her topic. As has been the case in past years, the Workshops also concluded with a wrap-up" plenary panel with the four consultants participating.

In addition to informal opportunities to screen two new videos, an afternoon session from 5-6 pm was also held to introduce "The Pew Foundation Case Method Program." This course revision /enrichment session was led by **Joe D. Hagan** (Political Science, WVU), a 1993-94 Pew Faculty Fellow who attended a two-week summer institute at the JFK School of Government at Harvard University devoted to using the case method. FACDIS hopes to offer a more intensive opportunity for interested faculty to learn more about this innovative teaching method in a week-long Summer Seminar next summer (pending grant-funding.)

During the Workshops, the FACDIS Steering Committee met to act on applications for Travel Grant Awards. Awards were made to ten faculty, ranging from \$200 to \$375. Faculty from eight disciplines and six institutions received funding (Bethany, Marshall, Salem-Teikyo, West Liberty, WV Wesleyan, and WVU).

Finally, two sessions focusing on study abroad opportunities were held. The first was a pre-Workshop session discussing various opportunities available to students and faculty in FACDIS institutions, including remarks by guest speaker, Joan Gore from the Council on International Educational Exchange (CIEE). A luncheon for FACDIS Study Abroad Advisors was hosted on Friday by Dedee Aleccia from the American Institute for Foreign Study. She also spoke on student as well as faculty development opportunities through AIFS.

If you attended the Workshops and have not already returned your Evaluation Form, please do so. In addition, please return your course commitment form. On the Workshop Registration Form, each person registering checked that he/she agreed "to attend the Workshop sessions on the track which I have selected, and to submit a Course Commitment after the Workshop is concluded."

FACDIS Office:

Dr. Sophia Peterson, Co-Director, Dept. of Political Science, WVU (304-293-7140)

Dr. John Maxwell, Co-Director, Dept. of History, WVU (304-293-2421)

Dr. Michael Strada, Study Abroad Coordinator, Dept. of Political Science, WVU (304-293-7140)

Ann Levine, Administrative Assistant, Dept. of Political Science, WVU (304-293-7140)

FAX: (304) 293-6858

1994 ANNUAL WORKSHOPS
"After the Cold War: Searching for a New World Order"
November 10-11, 1994

At their annual meeting on November 12th, the Council of Institutional Representatives selected "*After the Cold War: Searching for a New World Order*" as the theme for next year's Workshops. The Workshops will again be held at Lakeview Resort in Morgantown. Please place this on your new 1994 calendar. A call has gone out to all FACDIS members to volunteer to serve on a Planning Committee if they have expertise on the following four topics:

U.S. FOREIGN POLICY
THE ROLE OF INTERNATIONAL ORGANIZATIONS
INTERNATIONAL TRADE
THE CHALLENGE OF LINGUISTIC RIGHTS AND CLAIMS

Since the FACDIS office will soon be selecting the planning committees, please let us know at once if you wish to serve on one of the above committees.

RECENT AND UPCOMING SPECIAL FACDIS PROJECTS

The three-year (over \$300,000) grant received last Spring from the U.S. Department of Education has permitted FACDIS to undertake a variety of new projects. This Fall (October 20-22), we were able to accept the applications of eight FACDIS faculty to attend the three-day "Scholar Diplomat Program" in Washington DC on the topic of **West Europe**. Attending were Jim Daddysman, Wes Harrison, and Ken Yount from Alderson-Broadus College, Clinton Maffett from Bethany College, Clair Matz, Jr. from Marshall University, Peter Freeman from West Liberty State College, and Jim Friedberg and John Maxwell from West Virginia University. The trip was organized and led by Sophia Peterson, Co-Director of FACDIS.

In January, all FACDIS faculty will receive invitations to apply for the Spring "Scholar-Diplomat Program," focusing on the topic of **Russia/East Europe**. The program will be held March 23-25, 1994, and will include speakers from the CIA, staff members from the House of Representatives and Senate Committees on Foreign Affairs, representatives from the Russian and Polish Embassies, and speakers from the Department of Commerce, Department of State and Department of Defense. The final program is now being arranged by Dr. Peterson.

Faculty who teach French or Spanish should have recently received invitations to apply for the 1994 Summer Seminars:

Teaching Culture in the French Language Classroom
Teaching Culture in the Spanish Language Classroom

These two seminars will be held August 1-12 at WVU, and include an impressive array of scholars who will present sessions on their specialties. The seminar leaders for the Spanish Summer Seminar are Gwendolyn Barnes-Karol (St. Olaf College), Vicki Galloway (Georgia Institute of Technology), Carol Klee (University of Minnesota), Gail Robinson-Stuart (San Diego State University), and Frank W. Medley (West Virginia University). Seminar leaders for the French Summer Seminar are Brenda Berrian (University of Pittsburgh), Marie-Christine Koop (University of North Texas), Robert Lafayette (Louisiana State University), Howard Nostrand, (emeritus, University of Washington), Genelle Morain (University of Georgia), Ellen Silber (Marymount College), and Jay Siskin (University of Oregon). Interested faculty should return their applications by **January 24**. Faculty will be notified of acceptance by February 15.

MEETINGS/ORGANIZATIONS OF INTEREST

Culture and the Curriculum in the 21st Century May 13-15, 1994, Miami, Fla.

The American Forum for Global Education announces its 1994 conference, which provides learning and networking opportunities for educators at all levels. According to the American Forum, "All nations are challenged to balance ethnic and cultural identity and national civic responsibilities. To meet this challenge, American educators must address: the tension between ethno-centrism and universal human values; the trade-offs between a Euro-centric curriculum and cultural diversity; and the relationship of multicultural education to global education."

The 1994 conference will explore the dynamics of cross-cultural encounters within and beyond our geographic borders. Discussion will focus on the links between domestic patterns and global interconnectedness, and the implications for all levels of education.

Over 50 sessions/panels/workshops will be held. The conference is co-sponsored by Florida International University. Conference registration before March 1 is \$135; after March 1 is \$170. Optional 3-meal package is \$70. Further conference details will be available in January.

Those interested in presenting proposals for panels/workshops/papers should contact the American Forum *as soon as possible*. All presenters must register and are responsible for the fees associated with conference attendance.

The American Forum's newsletter (six issues a year), *ACCESS*, is available for a subscription of \$30/year. This year the newsletter focuses on culture and global studies, and "provides resource information and practical, innovative teaching material with a global perspective." The October/November issue focused on Japan. Other upcoming issues will focus on the Middle East, South Asia, Sub-Saharan Africa, and Central and Eastern Europe.

For further information contact: The American Forum, 45 John St., Suite 908; New York NY 10038; (212) 732-8606; FAX (212) 791-4132.

Global Awareness Society International Annual Conference - June 3-5, 1994, Chicago

The Global Awareness Society International was recently formed "to promote awareness of the diversity of cultures within our global village; to enhance our understanding of the political, economic, social, demographic, technological, and ecological interdependence among members of the global village; and to increase sensitivity to issues related to rapid globalization."

The annual meeting will be held June 3-5, 1994 in Chicago on the theme, *Ethnicity, Education, Equity, Environment & Economy—Global Implications*. Program proposals may be submitted on the conference themes or on any topic of global interest. Proposals are due by January 31, 1994.

Annual membership dues are \$60. For further information on GASI or on the conference contact FACDIS member, Ed Pytlik, Dept. of Technology Education, WVU, PO Box 6122, Morgantown WV 26506-6122; (304)293-3803.

Association of Third World Studies

The Association of Third World Studies invites scholars in various academic disciplines who are specialists in any of a number of regional areas to participate in its Twelfth Annual Meeting, October 6-8, 1994 at the College of William & Mary, Williamsburg, VA.

The theme of this meeting is *The Third World on the Eve of the 21st Century: Perspectives, Problems, and Prospects*. The Association has issued a "Call for Papers" on topics focusing on any Third World area--Africa, Latin America, Middle East, South Asia, Southeast Asia, and East Asia (except Japan)--and that deal with any subject relating to the theme of the meeting. Papers dealing with women and development are especially encouraged. Deadline for abstract submission is **April 15, 1994**.

For further information contact: John Mukum Mbaku, President-Elect, ATWS, Dept. of Economics, Weber St. Univ., Ogden, Utah 84408-3807 or former FACDIS member, Gary Kline at Georgia Southwestern: (912) 928-1342.

ORGANIZATIONS OF INTEREST (cont.)

European Community Studies Association

The European Community Studies Association (ECSA) has recently moved its Administrative Office to the University of Pittsburgh. Alberta Sbragia, Director of Pitt's West European Studies Program, is the ECSA Chair, and William Burros is the Administrative Director.

ECSA has issued a call for papers for their 2nd ECSA-World Conference that will be held in Brussels, Belgium from May 4-6, 1994 on the topic of *Federalism, Subsidiarity, and Democracy*. Final papers are due March 15, 1994.

A bit closer to home will be the 1994 ECSA Workshop, held May 13-14, 1994 in Charleston, SC on the topic of *Comparison of Immigration and Migration Policies in North America and Western Europe*. The Preliminary Program will be available in January.

ECSA offers a syllabi bank and several grant programs, including "Curriculum Development Grants." Contingent upon available funding, ECSA will offer curriculum development grants for the 1994-95 or 1995-96 academic year. These grants may be used to create new courses on the European Community or to enrich existing courses with material on the Community. A maximum of four grants of up to \$3,000 will be awarded. Contact ECSA for further information.

A collection of abstracts for papers presented at ECSA's Third Biennial International Conference, "European Integration After 1992 and Maastricht: Uniting Empirical and Policy Research with Revitalized Theory," is now available. ECSA members receive this free of charge; others can order from ECSA for \$6.00.

A monograph by Catherine Kelleher, *A New Security Order: The United States and the European Community in the 1990s*, will soon be distributed to all members. Nonmembers will be able to purchase from ECSA.

Annual membership in ECSA is \$20.00. To obtain more information on ECSA or to join, contact Bill Burros, ECSA Headquarters, 405 Bellefield Hall, University of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7635; FAX: (412) 648-1168.

Women in International Security (WIIS)

Women in International Security (WIIS) seeks to support and enhance the careers of women working in the fields of foreign policy and defense. This professional development program acts to educate others about the roles and achievements of women in this field, and serves as a clearinghouse on information for and about women. WIIS sponsors seminars, publishes directories on internships, fellowships, organizations and resources, and provides networking opportunities. Established in July 1987 with a grant from the Ford Foundation, WIIS is run under the auspices of the Center for International Security Studies (CISS) at the Univ. of Maryland. For further information contact: WIIS, CISS, School of Public Affairs, Univ. of Maryland, College Park, MD 20742; (301)403-8109.

U.S. Holocaust Research Institute

This institute is the scholarly division of the U.S. Holocaust Memorial Museum in Washington DC. The institute's mission is to serve as an international resource for the study of the Holocaust and related issues, including those of contemporary significance.

Currently plans are being developed for research fellowships for visiting scholars; for graduate training programs; and for conferences, seminars, roundtables and lectures. A publications program will disseminate significant works in Holocaust studies and includes publication with Oxford University Press of the journal *Holocaust and Genocide Studies*. The Library and Archival Collections of the Research Institute currently house over 20,000 books and journals and more than one million pages of paper documents, as well as photographic images, audiotapes, and film footage.

For more information or to be included in the Institute's mailing list, contact Scott Miller, Academic Programs Coordinator, U.S. Holocaust Research Institute, U.S. Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW, Washington DC 20024-2150; (202) 488-6115; FAX (202) 479-9726.

FACULTY PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Teaching Ethics and International Affairs

The Carnegie Council on Ethics and International Affairs and the University of Virginia's Woodrow Wilson Department of Government and Foreign Affairs announce a six-week summer faculty institute on "Teaching Ethics and International Affairs." The Institute, supported by a grant from the National Endowment for the Humanities, will be held on the campus of the University of Virginia in Charlottesville from **June 5 - July 15, 1994.**

The purpose of the institute is to strengthen the teaching and understanding of ethics and international affairs. It will explore a range of issues from both historical and philosophical perspectives and will include presentations by distinguished scholars from across the nation and overseas. Twenty-five college and university faculty participants will be selected from a nationwide pool of applicants. Participants will have the opportunity to study classic texts from Thucydides to Weber, in addition to contemporary literature, and they will be encouraged to integrate ideas of ethical choice into their courses in history and international affairs.

A distinguished group of presenters include: Russell Hardin (NYU), Terry Nardin (Univ. of Wisconsin-Madison), Kenneth W. Thompson (UVA), Dorothy V. Jones (Newberry Library), Stanley Hoffmann (Harvard), James Turner Johnson (Rutgers), Jack Donnelley (Univ. of Denver), Louis Henkin (Columbia), Charles Beitz (Bowdoin), Alberto Coll (US Naval War College), & David Little (US Institute of Peace).

The institute is divided into three phases. The first phase, an introduction to the problem of ethical argument in international affairs and an overview of the traditions of international ethics, is addressed in the first two weeks. Case studies provide the focus for afternoon discussion groups emphasizing pedagogical techniques and concerns. The second phase (weeks 3-5) will be a study of four major themes: intervention and the use of force, human rights; self-determination; and global distributive justice. The third phase (week 6) returns to theoretical concerns and will attempt to bridge the theory-practice gap through the use of case studies.

The institute is designed to provide participants with an overview of the field of ethics and international affairs, as well as specific ideas for integrating ethics into their world history and international affairs curricula. Applications, therefore, are welcome from faculty in political science, history, philosophy, sociology, anthropology, and religious and cultural studies. In addition to receiving a \$250 weekly stipend, the institute will also provide an allowance for room, board, and travel.

Applications require a vitae showing teaching experience and publications; a letter from your academic dean or department chair expressing institutional support; a list of courses related to institute theme that you teach; a statement about the significance of the institute for your teaching responsibilities and professional interests; and a description of your participation in any other recent NEH-sponsored projects. The application deadline is **January 15, 1994.**

For further information contact: Joel Rosenthal, Carnegie Council, 170 East 64th St., New York, NY 10021; (212) 838-4120; FAX (212) 752-2432. [Note: Mr. Rosenthal is familiar with the FACDIS program, and encourages applications from West Virginia. Please let the FACDIS Office know if you plan to apply. We also have more detailed information in our office.]

NEH Summer Institute in Moscow

"Moscow: Architecture and Art in Historical Context," is an NEH Summer Institute to be held in Moscow **June 13-July 22, 1994.** The institute will provide college teachers with a deeper understanding of what Moscow has meant to Russian history and culture. Goal is to enhance participants' presentation of cultural history in their courses. Will be taught in English, but some knowledge of Russian is desirable. Those interested in applying should contact: James Curtis, Dept. of German, Russian, and Asian Studies, Univ. of Missouri-Columbia, 451 General Classroom Bldg., Columbia MO 65211. Participants will receive round-trip airfare, housing and meals during the stay in Moscow, and a modest stipend.

FACULTY OPPORTUNITIES (cont.)

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

The NEH sponsors a variety of "Seminars" and "Institutes" each summer. *Seminar* grants provide support for teachers in 2-year, 4-year, and 5-year colleges and universities and for others who are qualified to do the work of the seminar and make a contribution to it. Participants attend summer seminars directed by distinguished scholars and teachers at institutions with collections suitable for advanced study. Seminars last from five to eight weeks. Participants receive a stipend between \$2,825 and \$4,000 depending on length of seminar to help cover the costs of lodging, meals, and transportation. Usually, twelve scholars are selected to participate, and applicants must submit a tentative plan for an individual research project or a program of intensive reading/study. Applications are submitted to the seminar director. For a list of 1994 Seminars call NEH at (202) 606-8377.

NEH also sponsors Summer *Institutes* for College and University Faculty; housing and travel are subsidized and a weekly stipend of \$250 is paid. Institutes are from 4-6 weeks, with 20 to 30 participants selected in open competition. The study program of an institute is designed to emphasize collaborative work under the direction of a group of scholars. Purpose is to provide opportunities for intensive study of texts, historical periods, ideas, and issues central to undergraduate teaching in the humanities. [The Summer Institute in Moscow (see previous page) seems a somewhat atypical example of the Institutes, most of which are held on university campuses in the U.S.] Call (202) 606-8463 for complete list of 1994 Institutes.

Institutes are designed to *train* people in areas in which they need to gain expertise. The *Seminars* are more for the purpose of research and study in a major library which the faculty member does not have access to at home. Applications are submitted directly to the Institute/Seminar director.

All deadlines for Seminars/Institutes: **March 1, 1994.** [NOTE: NEW PHONE NUMBERS FOR NEH SINCE LAST YEAR.]

Seminars for North American Educators: Germany and its Neighboring Countries

The Institute for Foreign Cultural Relations in Stuttgart will offer 7 seminars, of 2-3 weeks duration, which are designed to provide an opportunity for educators to experience firsthand the culture, education, history and lifestyle of the visited countries. The language of the seminars is English. Costs are per person double occupancy, excluding transportation:

"Environmental Challenges" - July 1-17 (\$1150)

"Vocational Education" - July 3-21 (\$1100)

"European Integration" - July 9-24 (\$1180)

"Germany and the Alps" - July 9-24 (\$1180)

"Cultures of Central Europe" July 15-30 (\$1150)

"South Germany and Switzerland"- July 11-27 (\$1050)

"Germany and Eastern Europe" - July 18-August 3 (\$1200)

Seminar fees include tuition, accommodations, most meals, admission to cultural activities and excursion fees, and transportation to and from airport. Financial subsidies are provided by the German Government, and graduate credit can be arranged through University of Maryland University College (Germany). For information and application contact: Institute for German American Relations (IGAR), Dr. Marianne Bouvier, 9380 McKnight Rd., Suite #102, Pittsburgh, PA 15237; (412) 364-6554, FAX: (412) 364-7752. Applications must be mailed by **April 15, 1994.**

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

The Russian and East European Center at the Univ. of Illinois at Urbana-Champaign will offer its annual program designed for scholars who wish to use the resources of the University Library. Associateships will be available for any period of time between June 14-August 6. In addition to full library privileges, associates will be offered housing awards for up to 14 nights, and can stay longer at own expense. Application forms and information are available from: Russian & East European Center, Univ. of Illinois, 104 International Studies Bldg., 910 S. Fifth St., Champaign, IL 61820; (217) 333-1244. **Deadline: April 1.**

GRANTS/FELLOWSHIPS/OTHER OPPORTUNITIES

The Pew Faculty Fellowship in International Affairs

The Pew Faculty Fellowship Program is seeking candidates for its 1994 seminars on the case method of instruction. The fellowship enhances education in international affairs by encouraging college/university faculty to introduce the case method of instruction into their teaching. Case teaching engages students in highly interactive class discussion of specific events.

Fellows receive tuition, travel and expenses to underwrite participation in an intensive, two-week summer institute in case teaching and course development at Harvard's John F. Kennedy School of Government during June, and in later follow-up workshops. The summer institute will take place June 12-25, 1994. An additional stipend (\$7,500) supports each fellow's preparation and teaching, during the following year, of a course that incorporates the case method.

The fellowship seeks applicants who are full-time faculty and have responsibility for teaching courses in international affairs in such areas as political science, economics, and history. The goal of the selection process is to identify a diverse and compatible group of committed teachers, genuinely concerned with their students' learning about international affairs, who will employ the case method with skill and enthusiasm and engage their colleagues' interest in exploring this approach.

Application deadline is **January 31, 1994**. For applications and further information contact: John Bohrer, Director, or Deborah Green, Associate Director, Pew Faculty Fellowship in International Affairs, John F. Kennedy School of Government, 79 JFK Street, Cambridge, MA 02138; (617) 495-8295. Fellowship awards will be announced in March. [Joe Hagan (Political Science, WVU) received a Pew Faculty Fellowship last year and will be glad to answer any questions: (304) 293-3811.]

IREX Short-Term Travel Grants

The International Research and Exchanges Board (IREX) offers three types of travel grants for academics who plan to undertake humanities or social sciences projects involving eastern Europe and the former USSR. IREX provides support for brief visits (one or two weeks) that do not require administrative assistance. These grants include the following programs: 1) Grants for Collaborative Activities and New Exchanges; 2) Senior Scholar Travel grant; 3) grants for Independent Short-Term Research. Each program has three postmark deadlines: **June 1, October 1, February 1**. For further information on these and other IREX grant programs contact: IREX, 1616 H. St., NW, Washington DC 20006; (202) 628-8188; Fax (202) 628-8189

Organization of American States (OAS)

The OAS offers fellowships for advanced study or research in any field. Candidates must know the language of the study country. Fellowships are granted from periods of three months up to two years, and the candidate must have acceptance at a host university or research institution. Deadline for submission: **March 1, 1994**. For more information contact: General Secretariat, Dept. of Fellowships and Training, Trainees Selection Division, Organization of American States, Washington DC 20006-4499.

Wenner-Gren Foundation for Anthropological Research

Applications for support of research in all branches of anthropology and related disciplines pertaining to the sciences of humankind must be made 4 months prior to beginning of project. For application, send a project description to: Wenner-Gren Foundation for Anthropological Research, 220 5th St., New York, NY 10023-7708.

FACDIS FACULTY/INSTITUTIONS NEWS AND NOTES

FAIRMONT STATE COLLEGE presented a one-day intercultural education forum entitled "The American Media and the Arab." Sponsored by the West Virginia Committee on U.S.-Arab Relations, the forum was held October 16. Formal presentations on the influence of mass media and the myths, stereotypes, and realities of the Arab culture highlighted the program. Featured speakers included William S. Arnett (History, WVU), Ginger Brookover (Speech Communication, Fairmont State), and Ron Stockton of the Social Science Department at the University of Michigan-Dearborn. Dr. Arnett is the director of the West Virginia Committee on U.S.-Arab Relations. Its parent organization, the National Council on U.S.-Arab Relations has as its mission to enhance a better understanding of the Arab World through education programs.

SALEM-TEIKYO UNIVERSITY is hosting eight students from Russia, the Ukraine, and Belarus for a nine-month stay as part of an exchange program for college students from the newly independent republics of the former Soviet Union. The exchange program is sponsored by the United States Information Agency, and administered by the American Council of Teachers of Russian. Approximately 270 Russian students are currently studying at about 45 host colleges across the U.S., including Salem-Teikyo.

MICHAEL FULDA (Political Science, Fairmont State) has been appointed by Governor Gaston Caperton as the state's representative in the Aerospace States Association (ASA). ASA works to preserve and increase employment in the aerospace industries and supports broad-based initiatives that enhance math and science education, and is particularly concerned with maintaining high-tech capabilities as the nation moves toward a post-Cold War economy.

JOE D. HAGAN (Political Science, WVU) participated in a panel on "Using the Case Method in Teaching International Affairs" at the International Studies Association-Midwest meetings, and will chair a similar presentation at the ISA annual meetings in Washington in March. His participation results from the Pew Fellowship he received last summer (see p. 8 for information on this Fellowship).

MARGARET ANN POWERS (Foreign Languages, WVU) has won a Fulbright Grant to spend six months in Italy teaching and conducting workshops for Italian teachers of English. Dr. Powers is the coordinator of WVU's graduate program in teaching English as a second language (ESL).

DOUGLAS C. SMITH (History, WVU Graduate Center at Shepherdstown) has recently published an article, "The Second Confucius: An Impact Analysis of John Dewey in Chinese Education" (September 1993) in *Asian Quarterly*. Smith has also had his manuscript "Peninsular Pedagogies: Educational Theory and Development in Korea" accepted for publication.

HARLAN M. SMITH II (Economics, Marshall University) has been awarded a Fulbright Grant to lecture in Ghana for the 1993-94 academic year. An African specialist, his research efforts have focused on the economics of Tanzania and Nigeria. He is teaching undergraduate and graduate classes at the University of Cape Coast in Ghana.

BONNIE THURSTON (Theology, Wheeling Jesuit College) spent more than four months in Jerusalem earlier this year as a visiting scholar at St. George's College and École Biblique.

UPCOMING ON PBS STATIONS IN JANUARY 1994

CHALLENGE TO AMERICA explores America's ability to face the powerful economic, social and political challenges from Europe and Japan since the Cold War. This two-part program takes viewers inside some of the world's most important competitive arenas to witness the triumphs and shortcomings of American, German, and Japanese businesses and educational systems. Hosted by Pulitzer-Prize winning journalist, Hedrick Smith. Broadcast on WNPB-Morgantown on Monday and Tuesday, January 3 and 4, 9:00-11:00 PM. Check your local PBS listings for time/date.

RESOURCES FOR TEACHERS

New Teaching Units from CHOICES:

The Choices Education Project of the Center for Foreign Policy Development at Brown University has recently developed 3 new teaching units:

The Limits of Power: The United States in Vietnam. This newest unit draws students into the key decision points marking U.S. involvement in the Vietnam War. Unit uses historical background and original documents to recreate the assumptions and mindsets shaping U.S. foreign policy during the Vietnam war years. The "choices approach" puts students in the positions of American decision-makers at the time, reviving for students the uncertainty, the complexity, and tension of the era. Don Bakker, pedagogy specialist for the 1993 FACDIS Summer Institute for Public School Teachers on "The United States and the World: The Twentieth Century" (see p. 3, September 1993 *FACDIS Newsletter*) is the principal author of this unit. October 1993. 80 pp. \$8.00.

After the Cold War The U.S. Role in Europe's Transition. Unit involves students in considering how the end of the Cold War and the collapse of the Soviet Union affect U.S. interests in Europe. The unit reviews European history since 1914, placing special emphasis on developments in Eastern Europe. October 1993. 70 pp. \$8.00.

The Russian Role in the World. Places students at the center of the soul-searching discussion accompanying Russia's efforts to define a new national identity in the post-Soviet era. November 1993. 44 pp. \$8.00.

To order contact: Choices Education Project, Box 1948, Brown University, Providence, RI 02912; (401) 863-3155. Please ask to be placed on their mailing list for information about their other teaching units dealing with U.S. foreign policy.

New Publications from THE AMERICAN FORUM FOR GLOBAL EDUCATION

Birth of a New World. Harlan Cleveland, forward by Robert S. McNamara. Author offers a unique insider's view of post-Cold War reality and proposes a prescription for international leadership. He analyzes what works and why in the politics of international security, trade, money, and the environment. Exploring topics from the Gulf War to the 1992 Rio Earth Summit to Boris Yeltsin's efforts to cut nuclear arms, he outlines a detailed strategy for what must be done to "make the world safe for diversity." 1993, 260 pp. Hardcover, \$25.95.

Beyond the Limits. Donella H. Meadows, Dennis L. Meadows and Jergen Randers. In this sequel to *The Limits to Growth*, the authors demonstrate that the world has already overshoot some of its limits, and if present global trends remain unchanged, a global economic collapse is inevitable in the next century. Through the use of their system dynamics computer model, the authors help the reader confront this possibility of collapse in order to envision the possibility of a sustainable future. Topics include: world population/industrial growth, renewable/nonrenewable resources, technology and sustainability. 1992. 300 pp. Hardcover, \$19.95.

Perceiving, Understanding and Coping with the World Relations of Everyday Life. Chadwick F. Alger. Through personal experiences, research, study and practice, the author examines the interconnectedness of global and local communities. An extensive appendix identifies national and international organizations specializing in local awareness and competence in world affairs. 1993. 170 pp. Looseleaf/binder. \$25.

For each of the above, add 10% for postage/handling. To order, contact: The American Forum for Global Education, 45 John St., Suite 908, New York, NY 10038; (212) 732-8606.

RESOURCES (cont.)

Population Reference Bureau Resources

Population Bulletins:

Widely used by universities, libraries, businesses, and the media for informative reading, background, and reference. Concise, timely *Population Bulletins* are written by experts. Filled with data tables, graphs, and photographs, these Bulletins provide excellent supplemental reading. Average length, 40-50 pages. \$7.00 per issue. Recent titles include:

- 48.1 Middle East Population Puzzle, 1993.
- 47.1 China's Demographic Dilemmas, 1992
- 45.4 Germany's Population: Turbulent Past, Uncertain Future, 1990.
- 44.3 Africa's Expanding Population: Old Problems, New Policies, 1989.
- 47.3 Population and Water Resources: A Delicate Balance, 1992.
- 46.4 The Challenge of World Health, 1991.
- 45.3 International Family Planning, 1990.

Other PRB resources include their **Population Data Sheets**, which provide a variety of current population-related statistics on a readable wall-chart. \$3.00 each:

- World Environment Data Sheet, 1991.
- World Population Data Sheet, 1993.

Also available, set of 15 slides based on **World Population Data Sheet**, featuring colorful world maps. \$25.00.

Policy Reports are PRB papers written by experts on current demographic issues of concern to policymakers. Average length, 16 pp. \$5.00 each.

Educator memberships in the PRB are \$30 per year and include discounts on materials, the monthly newsletter *Population Today*, quarterly *Population Bulletins*, and two wallcharts: The World and U.S. Population Data Sheets.

Orders under \$50 must be prepaid. 4% postage/handling. Mail to : Population Reference Bureau, PO Box 96152, Washington DC 20090-6152. For further information or to order by phone, call (800) 877-9881.

Resources from The Panos Institute

Founded in 1986, the Panos Institute works with NGOs and journalists in developing countries to facilitate the production and dissemination of information about sustainable development. Through its publications, colloquia, and training seminars, Panos serves to provide important development analysis, with funding assistance from the Development Education Program of the U.S. Agency for International Development.

Panos curriculum modules are based on the Institute's books, dossiers, and press features commissioned from Southern authors, providing U.S. audiences with important new perspectives. Successfully piloted at colleges around the U.S., the modules are designed to be read by students as part of a course syllabus or training program.

Each 16-page document uses a different transnational issue to explore key concepts in development. Current modules in the series include:

- HIV and Development
- Environment and Development
- Narcotics and Development

Upcoming modules will focus on such issues as population, the impact of war on development, and the role of nongovernmental organizations and "civil society" in development.

Single modules are available for \$3.95 each (includes shipping). Payment must accompany order. Mail payment to The Panos Institute, 1717 Massachusetts Ave., NW, Suite 301, Washington DC 20036. For further information call Panos at (202) 483-0044.

Africulture: A Simulation

Africulture is a simulation game and a tool for training on gender issues in agriculture. It attempts to make players experience the way in which gender in the domestic domain and in the wider economy shapes agricultural outcomes. For more information contact ETC Consultants for Development Programmes, PO Box 64, 3830 AB Leusden, The Netherlands. (Cost not listed.)

RESOURCES (cont.)

State of the World 1994

A Worldwatch Institute publication by Lester R. Brown et. al. This annual assessment is a complete and up-to-date guide to the world's resources and how they are being managed. Last year over 1,000 professors in over 700 U.S. colleges adopted this for course use as a principal or supplementary text. Serves as a guide to the complex links between the global economy and the natural systems and resources on which it depends. The report plays an integral role in courses in such diverse fields as biology, economics, environmental science, agriculture, demography, geography, political science and urban planning. Available January 1994. Paperback \$10.95 (discounts for multiple copies). Request a list of the over 40 titles in the "Worldwatch Paper Series" (single copies \$5). To order contact: Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036; (202) 452-1999.

Bibliography on Women in the Middle East

The Southwest Institute for Research on Women (SIROW) included a Middle East filmography as well as an annotated bibliography of books on "Contemporary Women in the Middle East" in their November 1993 newsletter. This six-page bibliography includes descriptions of such new titles as *Arab Women: Old Boundaries, New Frontiers* by Judith E. Tucker, ed. (Indiana University Press, 1993, 253 pp. \$14.95) in which twelve leading feminist scholars address Arab women's changing lives. Contact the FACDIS office for a copy of the bibliography.

Faculty interested in Middle East studies or women's studies should also contact SIROW to be placed on the mailing list for "NewsNotes," the publication which provides information on their project: "Enlarging Our World View: Undergraduate Education and the Middle East"--a three-year faculty development project supported by a grant from the U.S. Dept. of Education. Contact: SIROW/Women's Studies, University of Arizona, Douglass Bldg. 102, Tucson, AZ 85721; (602) 621-7338.

Columbia Project on Asia in the Core Curriculum

Three guides developed under the direction of the **Columbia Project on Asia in the Core Curriculum**, designed to help non-specialists incorporate Asia into introductory general education courses, are being published by M.E. Sharpe. Each guide contains approximately 40 essays, written by leading specialists, and each essay conforms to a common format that makes the Guides useful to those who are integrating these materials into introductory courses in the various academic disciplines.

Each essay includes a summary of the central points, the discussion by major topics, several issues which can be used as the basis for further discussion, and suggested readings for both instructor and student.

Since 1984, the **Columbia Project** has involved over 100 scholars from 75 undergraduate institutions to support the integration of Asian materials into the general education curriculum. The project is directed by Roberta Martin. Edited by distinguished Columbia scholars, the new titles (one available; two soon to be published) are:

- *Asia: Case Studies in the Social Sciences: A Guide for Teaching* edited by Myron Cohen. December 1992, 656 pp. Paperback \$17.95. (Hardcover \$60).
- *Masterworks of Asian Literature in Comparative Perspective: A Guide for Teaching* edited by Barbara Stoler Miller. Due out January 1994, 576 pp. Paperback, \$18.95. (Hardcover \$65).
- *Asia in Western and World History: A Guide for Teaching*, edited by Ainslie T. Embree and Carol Gluck. Due Fall 1994, 650 pp., Paperback, \$18.95. (Hardcover \$65). Special price (through 3/1/94) for 3-volume hardback set (ISBN 1-56324-279-6) is \$165.00.

Orders or inquiries should be sent to: M.E. Sharpe, 80 Business Park Dr., Armonk, NY 10504; (800) 541-6563 or FAX (914) 273-2106. Examination copy representative: Gera-lynn DiGiovanni. (Books are sent for 60 days and billed at 10% discount. Books can be returned, or charges canceled upon notification that bookstore has ordered minimum of 10 copies.)

RESOURCES (cont.)

Bibliography on Peace and Security

The first U.S. Institute of Peace *Bibliography of Peace, Security, and International Conflict Management* is now available, free of charge. This publication is a product of an initiative by the Institute's Jeannette Rankin Library Program to present approximately 100 titles, representative of the best works in print, that cover the full spectrum of debate in these fields. The annotations that accompany each title describe the viewpoint of the authors and the general content of the work.

The books are arranged alphabetically within each of the following nine sections: Arms Control, Disarmament, and Proliferation; Causes and Nature of International Conflict; Conflict Management, Diplomacy, and Negotiation; Human Rights and Ethnic and Religious Conflicts; International Law and International Order; International Organizations and Transnationalism; Other Approaches and Overviews; Religion and Ethics; Ready Reference and Bibliographies.

All books listed in the bibliography are available on interlibrary loan from the U.S. Institute of Peace Library. Requests for copies of the bibliography should be addressed to Jeannette Rankin Library Program-BIB, U.S. Institute of Peace, 1550 M St., NW, Suite 700, Washington DC 20005-1708.

New Sociology Teaching Resources

The American Sociological Association (ASA) Teaching Resources Center has recently updated the following two titles:

- *Simulation and Gaming and the Teaching of Sociology*, compiled by Richard I. Dukes and Sandra Matthews. 6th ed., 31 pp., 1993. \$6.50 members/\$10.50 non-members.
- *Visual Sociology and Using Film/Video in Sociology Courses*, ed. by Diana Papademas, 4th ed., 233 pp, 1993. \$11.50 members/\$15.50 non-members. To order send check to: ASA Teaching Resources Center, 1722 N St., NW, Washington DC 20036; (202) 833-3410.

Simulations from Intercultural Press

Econtonos: Power issues, cultural assumptions and expectations, and communication styles can be stumbling blocks to operating effectively in a multicultural environment. These culturally influenced variables can cause conflict when we attempt to make decisions or solve problems in a way acceptable to people of diverse cultures. *Econtonos* is a tool for engaging groups in problem solving and decision making. Methods and processes of decision making in monocultural and multicultural groups are analyzed, diagrammed and compared, and guidelines for effectiveness when groups are composed of people from various cultures can be generated. Participants enhance their understanding of the impact of culture on decision making and problem solving and develop skills in participating effectively in a multicultural decision-making process. Useful in business, education, cross-cultural, counseling and community development. From 12 to 50 may participate. \$125.00.

Barnga: A Simulation Game on Cultural Clashes. *Barnga* simulates the effect of cultural differences on human interaction. Participants play a simple card game in small groups where conflicts begin to occur as participants move from group to group. This simulates real cross-cultural encounters, where people initially believe they share the same understanding of the basic rules. In discovering that the rules are different, players undergo a mini culture-shock similar to actual experiences when entering a different culture. They then must struggle to understand and reconcile these differences to function effectively in a cross-cultural group. Easy to run in a relatively short time. Directions and master copies of handouts are included; standard playing cards must be purchased for use in the simulation. Requires a minimum of nine participants. \$16.95.

To order, or for further information on the above two simulations contact: Intercultural Press, Inc. PO Box 700, Yarmouth, Maine 04906; (207) 846-5168; FAX (207) 846-5181.

RESOURCES (cont.)

Developing Language Teachers for a Changing World

Edited by Gail Gunterman, training teachers to meet the challenge of an increasingly "globalized" world is the focus of this latest volume in the *ACTFL Foreign Language Education Series*. In a world that has become increasingly interrelated, more in-depth and intensive knowledge of foreign languages and cultures is required of teachers. Taking the reader from present demands into the 21st century, the authors discuss the evolving needs for foreign language education and training. \$15.95 (softbound); \$11.95 for ACTFL members. Contact: National Textbook Company, 4255 West Touhy Avenue, Lincolnwood IL 60646-1975; (800) 323-4900; FAX: (708) 679-2494.

Study Abroad and Foreign Language Gain

"Predictors of Foreign Language Gain during Study Abroad" by Richard Brecht, Dan Davidson, and Ralph Ginsberg presents "the first large-scale statistical study of the predictors of language gain in the study abroad environment." The database compiled by the American Council of Teachers of Russian and analyzed under the auspices of the National Foreign Language Center confirms "the traditional wisdom that one does not acquire real speaking competence without a period spent in-country." Copies of the study can be obtained for \$5.00 (prepaid) from: The National Foreign Language Center, Johns Hopkins University, 1619 Massachusetts Ave., NW, Washington DC 20036.

Resource Guide on Spain Today

"A Resource Guide: Spain Today and Toward the Year 2000" is published in Spanish, and covers the politics of the Franco period, the Transition, Narrative, Cine, and Theater since 1975, Education, Art and Architecture. Produced by an NEH-sponsored Institute held at UVA in Charlottesville, VA. Send \$5.00 to cover shipping and handling (checks payable to Dept. of Spanish, Italian, & Portuguese) to: David T. Gies, 402 Cabell Hall, University of Virginia, Charlottesville, VA 22903.

Foreign Language Instruction through the Study of Literary Texts

"Selected Essays and Curriculum Units: Foreign Language Instruction through the Study of Literary Texts" has been compiled by Academic Alliances in Foreign Languages for teachers of French, German and Spanish who are "looking for creative and effective ways of bringing literature to life for their students." They have compiled a collection of essays and curriculum units on short stories by Borges, Brecht, and Maupassant. The material was written by high school and college teachers who participated in the NEH-Academic Alliances project, "Foreign Language Instruction Through the Study of Literary Texts."

To order, send \$10.00 per copy (check payable to Marymount College - Academic Alliances) to: Academic Alliances in Foreign Languages and Literatures, Box 1368, Marymount College, Tarrytown, NY 10591-3796.

Free Materials on Spain

The Embassy of Spain's Education Office has publishes *Materiales*. This free publication consists of materials that are directly usable in the Spanish foreign language classroom. Materials are reproducible, and teachers are encouraged to photocopy them. Topics generally focus on Spanish language and culture. For a copy, write to: Embassy of Spain-Education Office, 1350 Connecticut Ave., NW, Suite 1050, Washington DC 20036.

Guides to Foreign Language Materials

Useful catalogs for French and Spanish instruction at all levels -- *A Guide to Selection of French Materials for the Classroom and Library*, and *A Guide to Selection of Spanish Materials* -- contains a broad collection of French or Spanish publications for use in courses in language, history, and literature. Travel guides, cookbooks, dictionaries, magazines, educational games, audio-visual resources and more. Catalogs are \$1.50 each. Contact: Continental Book Company, 80-00 Cooper Avenue, Bldg. 29, Glendale NY 11385; (718) 326-1560.

FACDIS FACULTY REPORTS

- I. FACDIS Faculty Member: Kenyon Stebbins (Anthropology, West Virginia University)
Meeting: American Anthropological Association, Washington, DC, November 17-21, 1993.

PROFESSOR STEBBINS REPORT:

This conference was attended by over 5,000 anthropologists, featuring literally hundreds of organized sessions on a wide range of topics concerning the human condition. I concentrated on sessions most closely related to the courses I teach at WVU (Introductory Anthropology, World Cultures, Latin American Cultures, Medical Anthropology, and Language & Culture).

Session #1: "Translating Women's Reproductive Health Research Into Policy: What is the Future for Anthropology?" included 6 papers (and 3 discussants) on women's reproductive health issues in the U.S., Egypt, and Jamaica. Inasmuch as my Medical Anthropology class is a "component" course for WVU's Women's Studies Certificate Program, this session was very interesting.

Session #2: "Transnational Institutions/Local Manifestations: Interpretations of Internationalism in Oaxaca (Mexico)" included 5 papers and 2 discussants. This session was especially interesting to me because Oaxaca is where I have been conducting field research since 1980.

Session #3: "Landscapes of Health in the Andes: Toward a Synthesis of Theory and Method in Medical Anthropology" included 11 papers and 2 discussants on a variety of health issues pertinent to my Medical Anthropology class.

Session #4: "Central America Today: A Low-Intensity Peace" included 4 papers and two discussants, one of whom authored a book that I had just spent 4 weeks on in my Latin American Cultures class (*Thanks to God and the Revolution: Popular Religion and Class Consciousness in the New Nicaragua*, by Roger Lancaster, Columbia University Press, 1988). Sadly, the session participants reported that U. S. foreign policy continues to wreak havoc for most Central Americans. For example, in Nicaragua, "everyone has a story of suffering and struggle" and the U. S.'s "low intensive warfare" during the 1980s inflicted not only physical damage, but ongoing psychological suffering as well as social and economic disruption.

Session #5: "Studying Physicians: Methods, Ethics, Interpretations" included 8 papers and 4 discussants. While medical anthropologists originally focused on the "exotic other," we now recognize "exotica" among our own populations. We have also come to see the value of studying "up" (i.e. studying those in positions of power).

Session #6: "Gender Ideology in Discourse" was organized by Deborah Tannen (author of *You Just Don't Understand* and other best-sellers) and included 8 papers and 1 discussant. This session was especially interesting because I use Dr. Tannen's book in my Language & Culture class.

Session #7: "Perspectives and Case Studies from Critical Medical Anthropology" included 7 papers and 1 discussant. As a "critical" medical anthropologist myself, I especially enjoyed this session, and found new materials for my Medical Anthropology class. I was also invited to co-organize (and present a paper in) a similar session at next year's AAA meetings in Atlanta.

FACULTY REPORTS (cont.)

Session #8, while not directly related to teaching, was nevertheless very interesting. "Women's Professional Advancement: What Influences It, and How to Assess It?" featured 5 papers and 1 discussant. In anthropology, females account for more than half of the Ph.D.'s granted in recent years, but are underrepresented in many areas of the discipline, for reasons that are not yet absolutely clear to the researchers. It is clear that gender discrimination (whether accidental or deliberate) exists within anthropology, but why it does is being further evaluated. My department (9 males and 3 females) is committed to social justice, and I am interested in following the findings of this research.

One other highlight for me was a paper presented by Laura Nader (Ralph's sister) on "Solidarity, Paternalism, and Historical Injustice: Perspectives on the Development of Indian People of Mexico." Dr. Nader has worked in Oaxaca for nearly 40 years in a region not too distant from where I have worked, so I am especially interested in her observations.

In addition to these sessions, I enjoyed browsing in nearly 70 book publishers' exhibits, where I was able to examine new (and older) books that I might be able to use in my classes at WVU. All in all, the meetings provided me with an excellent opportunity to learn more about current research and trends in the discipline of anthropology, which will definitely help me in my efforts to provide students with timely, informative, and interesting materials in their anthropology classes. I very much appreciate the support provided by FACDIS!

[Faculty interested in more information can contact Dr. Stebbins at (304) 293-5801, ext. 645.]

- II. FACDIS Faculty Member: Pauline R. Nelson (Foreign Language, Bethany College)
Meeting: American Council on the Teaching of Foreign Languages (ACTFL), San Antonio, Texas, November 18-22, 1993.

PROFESSOR NELSON'S REPORT:

UNDERGRADUATE COURSE INVOLVED - FR. 313 - "France"

"An introduction to France, with special attention to its political and cultural history, contemporary institutions, activities, customs, and values. Cross-cultural comparisons and contrasts of France and the United States are included. Conducted in English." (Catalogue description)

DESCRIPTION OF BENEFITS FOR COURSE DEVELOPMENT/ENRICHMENT

The course I sought to improve by my attendance at the ACTFL meeting, "France," is required of all French majors and taught in English so that students of all majors will have the opportunity for exposure to French history and culture in a meaningful way. Since the course "covers" an enormous number of topics, I am in constant search for up-to-date information and materials, and I still have found no satisfactory textbooks in English for many topics discussed in the course. In addition, with the time constraints inherent in a course of such varied scope, I am constantly seeking new ways to achieve, efficiently and effectively, the primary objectives of the course. With the concerns in mind, I attended the ACTFL meeting hoping to find new, current materials and information on French culture and on the teaching of culture and cross-cultural sensitivity. To that end, I attended sessions on culture, participated in two significant committee meetings on the teaching of culture, and made contact with a publishing company about the publication of a French history/civilization text in English.

FACULTY REPORTS (cont.)

A. Sessions on Culture:

1. Methodology and Materials:

Teaching Language-in-Culture: Moving from Theory to Practice

This session took a process-oriented approach to teaching culture, reminding us of the importance of students seeing themselves as products of their *own* culture or sub-culture before they can see the nature and effect of culture on others (specifically, the French).

2. Content:

L'Afrique Francophone de l'Ouest: l'enseignement de la culture

This session looked at francophone West Africa, with its unique identity differing from French culture per se. The most useful aspect of this session was its extensive bibliography and discussion of relevant materials.

Le Nouveau gouvernement français: changement et continuité

This session, actually three sessions, provided information on changes in France since the most recent elections (which saw the loss of socialist power and the return of "co-habitation", with Balladur as Prime Minister). Topics covered were: a.) reforms in education; b.) political, economic and social changes; and c.) immigration and nationality issues. This information on the current state of France was, of course, most valuable for the contemporary France unit of my "France" course.

B. The Committee Meetings on the Teaching of Culture:

1. AATF (American Association of Teachers of French) Commission on Cultural Competence.

These meetings were scheduled after my application to FACDIS for funding and significantly altered my session-attendance plans, since they filled a day and a half of convention time. The important task of this Commission is to help create a compendium of the parameters of the teaching field of French culture. As a member of the Commission, therefore, I found it necessary to attend most of this group's meetings and, although time-consuming, these proceedings and discussions were, for me, the most useful sessions of the conference. There, for hours, we debated the nature of French culture, the relative importance of its various aspects in terms of foreign language education, and, in my sub-committee, the notion of empathy for cultures other than one's own as a goal in foreign language education. In spite of the difficulty of the task, my participation in, and contributions to that Commission were, and are, probably the most significant and far-reaching thing I do in terms of developing and expanding my skills and knowledge in the area of French culture.

2. Special Interest Group (SIG) on "Curriculum, Culture and Teaching"

As co-chair, I helped chair this year's meeting of this Special Interest Group, which I helped organize last year at the ACTFL Meeting in Chicago. This group sponsored two special sessions on the teaching of culture at this year's meeting, one of which I attended and will report on in the national ACTFL Newsletter. Our meeting's agenda included the drafting of a mission statement and the discussion of two sessions featuring the teaching of culture to be proposed for next year's ACTFL Meeting in Atlanta.

C. Contacts with a Textbook Company's Representatives

In discussions, this company's language editor, its marketing person, and I agreed to initiate a modest needs assessment to determine the advisability of publishing a text, in English, on French history/culture. I, of course, need such a text very badly. (Do any other FACDIS members have the same need? If so, I hope that they will contact me right away.) Discussions about the text will continue. [Contact Dr. Nelson at (304) 829-7910.]

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

The FACDIS Newsletter needs news of you -- your publications, awards, grants, activities -- your campus, organizations, faculty/student events -- both past and present. We also request information on your teaching innovations and your syllabi for courses in which you experimented with new teaching materials/methods. We wish to increase our "syllabi bank."

Please return this form to: **(PLEASE NOTE NEW P.O. BOX AND ZIP CODE)**

Ann Levine, FACDIS Newsletter Editor
Department of Political Science
West Virginia University
PO BOX 6317
Morgantown WV 26506-6317
Phone: (304) 293-7140/FAX: (304) 293-6858

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Ann Levine, FACDIS
Dept. of Political Science
West Virginia University
PO BOX 6317
Morgantown WV 26506-6317