



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

Editor: Gretchen Peterec

Volume XXVI, No. III

April 2006

Scholar-Diplomat Program

**The John A. Maxwell
 Scholar-Diplomat Program on
 “The UN Today: Millennium Goals and Reform Agendas”
 Washington, D.C. - March 22-24, 2006**

The three-day FACDIS Scholar-Diplomat Programs, begun in 1993 and held annually in Washington, DC, have been a very successful addition to our professional development efforts for West Virginia faculty. The first six semi-annual programs examined key world regions in the rapidly-changing early and mid-1990s. Since 1997, we have held the program annually in mid-March, and covered thematic issue areas like international organizations, environmental degradation, world trade, and the European Union. This year we examined the extremely timely topic of “**The UN Today: Millennium Goals and Reform Agendas.**”



Front L-R: Georgine Fogel, Cyrus Aleseyed, Kwame Boateng, Hannah Geffert, Gretchen Peterec
 Back L-R: Tulasi Joshi, Jack Hammersmith, Mathew Johnson, Sally Campbell, Mike Smith, Abainesh Mitiku, Pat Mulvey

Following an opening lunch at the City Club in Washington the group went to The Henry L. Stimson Center to meet with Victoria Holt, Senior Associate. She spoke on “Peacekeeping and the UN.” Her overview of the broad issues involved, especially with the reform issue and with peacekeeping got our briefings off to an excellent start.

Inside this issue:

<i>FACDIS Faculty Commentary</i>	4
<i>World Food Day</i>	6
<i>FACDIS Faculty Reports</i>	6
<i>News and Notes</i>	9
<i>Upcoming Meetings</i>	12
<i>Professional Development Opportunities</i>	13
<i>Grants and Fellowships</i>	17

Special points of interest:

Annual Fall Workshops



L-R: Abainesh Mitiku, Tulasi Joshi, Princeton Lyman, Cyrus Aleseyed

The group then visited the Council of Foreign Relations and met with Princeton N. Lyman, Ralph Bunche Senior Fellow for Africa Policy Studies. Drawing upon his many years of diplomatic service abroad, and years of research and writing, Dr. Lyman provided us with his timely and informative insights into what he sees as the three challenges for UN reform: human rights, peacekeeping, and poverty. He also shared with us a recent publication of his, *More than Humanitarianism: A Strategic U.S. Approach toward Africa.*



— Scholar-Diplomat Program continued from page 1 —

On Thursday, the group began their day with a visit to the Carnegie Endowment for International Peace. Here David Bosco, Senior Editor, *Foreign Policy* magazine, gave a spirited and well-received discussion titled, “*Uncertain Guardians: The UN Security Council Struggles to Run the World.*” The Carnegie Endowment for International Peace once again provided us with an outstanding speaker with distinguished credentials.

Next on the agenda was a visit to the United Nations Environment Programme’s Regional Office for North America to meet with William Mansfield. He gave an excellent presentation, “*Stresses on the Global Environment – The Need for Millennium Development Goals.*” We especially appreciated the graphic illustrations of “One Planet, Many People” which illustrated so clearly and effectively many of the problems that the UN Environment Programme is helping to dramatize. We need such vivid and telling examples of the long-term and often devastating impact that many of our present practices are producing.



L-R: Kwame Boateng, David Bosco



L-R: Jack Hammersmith, Ambassador Khamrokhon Zaripov, Tulasi Joshi

Thursday mornings’ meetings were followed by lunch with Ambassador Khamrokhon Zaripov and his Deputy Chief of Mission, Nazir Sharipov, from the Embassy of Tajikistan. The Ambassador shared with us how country is now benefiting from the United Nations Millennium Development Goal challenges. Tajikistan has received much praise in the United Nations in New York for a superb assessment report, a model from which other countries can draw guidance.

Thursday afternoon included two more visits with United Nations agencies. First, we met with Martin Rendón at the US Fund for UNICEF. He gave an excellent presentation on the “*Political Realities for Advancing UNICEF Millennium Goals,*” beginning first with historical insights into the development of UNICEF (and its emergency origins) before providing examples of more current programs and problems. He obviously works with a deeply-felt commitment to helping assure that the children of the world can indeed have a childhood (and a life), a model of how more should feel.

The meeting with the US Fund for UNICEF was followed by a meeting with Nelle Temple Brown, the External Relations Officer for the Washington Office of the World Health Organization. Spring 1997 Scholar-Diplomat Participants may remember Nelle from her briefing during the program on *International Organizations*. As in 1997, she again provided a first-rate briefing. She gave us insights into the tremendous complexity of WHO responsibilities and comparatively modest budgets with which WHO is expected to act. Her lifetime dedication is testimonial to her tireless work to eliminate human health miseries in the world and to her never succumbing to the challenges which we continually face as new strains of diseases emerge.



L-R: Mathew Johnson, Martin Rendón

— continued on page 3 —



— Scholar-Diplomat Program continued from page 2 —



Front L-R: Cyrus Aleseyed, Abainesh Mitiku, Hannah Geffert, Georgine Fogel, Tulasi Joshi
Back L-R: Pat Mulvey, Sally Campbell, Mathew Johnson, Jack Hammersmith, Kwame Boateng, Mike Smith, Gretchen Peterec

Friday began with a trip to Capitol Hill and a meeting with Paul Foldi, a Senator Lugar Staffer on the Senate Committee of Foreign Relations. Drawing on his mastery of detail, his years of experience, and his fund of knowledge, he gave us an energetic, insightful, and realistic look at the world of the US Congress.

The Scholar-Diplomat Program concluded with lunch with Ambassador Francis Lorenzo, Dominican Republic Ambassador to the United Nations. Ambassador Lorenzo gave a timely and relevant presentation on the Dominican Republic and the benefits it is deriving from the UN Millennium Development Goals under the leadership of what is obviously a most dedicated and engaged set of government officials. His discussion on the need for a better organization of civil society was obviously motivated by

Ambassador Lorenzo's passion and commitment to human values and decency in world diplomacy. These exemplary characteristics were reflected in his energy, his conscientiousness, and his earnest interaction with the group.

Ten FACDIS faculty and two program coordinators participated in this program: **Cyrus Aleseyed**, West Virginia State University; **Kwame Boateng**, West Virginia Wesleyan College; **Sally Campbell**, Concord University; **Georgine Fogel**, Salem International University; **Hannah Geffert**, Shepherd University; **Mathew Johnson**, West Virginia Wesleyan College; **Tulasi Joshi**, Fairmont State University; **Abainesh Mitiku**, West Virginia State University; **Pat Mulvey**, Bluefield State College; **Michael Smith**, Glenville State College; FACDIS Director **Jack Hammersmith**, West Virginia University, and **Gretchen Peterec** (FACDIS). Of the ten, one was a first-time attendee (Sally Campbell). Faculty who have participated in the program in the past cannot say enough good things about the quality of the seminar and the opportunity to learn from people directly involved in making and carrying out policies, yet new faculty rarely apply. We hope other faculty will consider applying in the future, since faculty who have not attended, but who demonstrate that they can use the material in their classes, will receive priority!



L-R: Abainesh Mitiku, Ambassador Lorenzo, Georgine Fogel

SAVE THIS DATE!!

FACDIS Workshops 2006: *Globalization and Education: Challenges for the 21st Century Citizen*

November 2-3, 2006

Lakeview Resort and Conference Center



FACDIS Faculty Commentary

The Past, the Present, and the Future of Minorities in France: A Synopsis

Carmen M. Durrani, Associate Professor of Foreign Languages, Concord University, Athens, WV

The Past

France has absorbed waves of immigrants for more than one hundred and fifty years, especially during the two world wars and after World War II, when Spaniards, Italians, and French Muslims from Algeria arrived. The 1960s and 1970s saw an influx of a more diverse immigrant population from former colonies in Sub-Saharan Africa, the West Indies, and the Maghreb region, comprising Algeria, Morocco, and Tunisia. Today, these groups represent ten percent of the total French population of sixty million. Most immigrant workers, who arrived in France during the 1960s and 1970s, and were later on joined by their families, were unskilled workers from rural areas. The parents had little or no education, and, therefore, slowed down the process of integration of themselves and their children into mainstream French society.

From the 19th until the end of the 20th century, the French integration system depended on work, education, and compulsory military service. Since the 1970s, recurrent recessions and subsequent discrimination in the workplace robbed the immigrant workers of their livelihood and hope for a better future for their children. Most immigrants were granted citizenship, but it did not guarantee their equal access to good education, housing, social services and employment for their children and grandchildren. The government's outreach to the expatriates of North African descent underscored the general assumption that voluntary civic associations in communities and membership in political parties would promote full integration. The Republican values of liberty, brotherhood, and equal opportunity for all citizens, the separation of state and church, including the ban of religious symbols in primary and secondary schools, were rigorously upheld. This ban would become a thorny issue for Muslim girls who are prohibited from "veiling," i.e. wearing a headscarf, in schools.

By the late 1980s, the French-born children of low-income families from the Maghreb, living in subsidized urban housing projects, suffered high rates of unemployment. There were few physical facilities for Muslim congregational prayers and not enough imams (religious leaders). None were francophone, and they were mostly foreign sponsored. Furthermore, there was not a single elected deputy of Muslim origin in the National Assembly in spite of an estimated million voters at the time. The policymakers believed that immigrants would become successfully integrated through education, military service, and work. Proficiency in the French language, a high school degree, acceptance of the Republican values, French cultural customs and traditions, were supposed to give them an equal chance at getting a sustainable job. Facts would prove otherwise.

The Present

In their article on "Understanding Urban Riots in France," published in *New Europe Review*, December 1, 2005, Jonathan Laurence and Justin Vaisse, Visiting Fellows at the Brookings Institution, cite three reasons for the alienation, frustration, and discrimination, of the North African Muslim youths. First of all, school officials had to deal with juvenile delinquency and inadequate funding for special programs. Second, the compulsory military service for males was discontinued at the end of the 1990s. Third, the unemployment rate of high school graduates of immigrant origin is almost double the rate of non-immigrant graduates. Even students with a college degree could not find decent employment. President Chirac himself recently conceded that unemployment among French-born children of Arab and black African immigrants in poor suburbs runs as high as forty percent, at least double the rate of non-immigrant youths. It is thus evident that the French economic and social policies regarding integration have failed, because of the government's reluctance to use race or ethnicity in their policymaking criteria.

The anger of the ghettoized youths has been directed in particular towards policemen, seen as the hated authority figure at local level, because of racial profiling and random arrests on the streets, and to the biased media for failure to report on these and other discriminatory practices. Other disturbing factors contributing to this anger are not only the scarcity of minority journalists in the French media conglomerate, and the deliberate amnesia in reporting the contributions of Algerian citizens to the French colonial empire, but also the historical facts of the infamous "Battle of Algiers." An official apology by the French president for atrocities committed by the French military in Algeria is considered overdue by many. Apparently, President Chirac was scheduled to make such an official statement on the occasion of signing a friendship agreement with the Algerian government, but unfortunately the riots erupted around the same time, and it never happened. The unrest began on October 27, 2005 in the low-income Paris suburb of



Clichy-sous-Bois, after two teenagers of Mauritanian and Tunisian origin were accidentally electrocuted, as they tried to hide from police in a power substation. This led to violence in 270 cities throughout France.

There is also a growing fear that many young, disenfranchised, Muslim youths may be recruited by radical Islamists. This would underscore the threats made by Jean-Marie Le Pen, the racist founder of the *Front National* party, who claims, that the massive influx of immigrants from Third World countries is directly responsible for the worsening of economic and social conditions in the country. He is already exploiting the fallout of the riots to convince the non-immigrant factory workers to vote for him in the next presidential elections.

The Future

Empowering ethnic groups by acknowledging and respecting their cultural heritage and religious practices will enhance, not threaten the fabric of French communities, and will promote tolerance and an appreciation for diversity. The disenfranchised young people of North African origin, should be encouraged to express their anger, despair, and frustration in socially desirable and accepted ways through the arts, educational programs, and community volunteer projects. Government officials need to conduct talks with labor unions and business leaders to provide job training and opportunities for entrepreneurship. Teenagers could be assigned responsible mentors in their communities to monitor the progress in their studies, and to instill self-confidence and pride in their ethnic origin, and respect for French values. In the end, everybody will benefit from a full reassessment of the government's social integration policy. Well-educated immigrants and their children should be entitled to full participation and representation in governance, and, of course, to a fair share of the social welfare system.

The French government needs to educate their citizens at large about the desirability of the diversity of immigrant guest workers and permanent residents of the Republic, in order to create an environment of trust and empathy, and to avoid distrust, resentment and discrimination, which will lead to more social unrest and violence. The fact that it took the members of the illustrious French Academy three rounds of voting to elect the distinguished Algerian novelist and film director, Assia Djebar, points to the underlying resentment or prejudice of some. It is ironic that Professor Djebar and other prominent scholars from the Maghreb region are better known and appreciated outside France than their compatriots are willing to acknowledge. Many of them studied at French universities and wrote their literary work in French.

In the meantime, the Prime Minister of France, Dominique de Villepin, has recently announced a series of measures to address the social biases and to tighten the controls on immigration. These measures include: a ten-year residency permit, cracking down on fraudulent marriages, and stricter screening of foreign students. The Minister of the Interior, Nicolas Sarkozy, who is himself of immigrant descent, declared a zero tolerance policy for urban violence and enforced the national state of emergency. On November 9, 2005, he issued an order to deport even legal foreign residents, if convicted of criminal involvement, and to withhold all social service benefits to the families of the teenage rioters. Antiracist activist groups have objected to these harsh measures. As for President Chirac, he has officially admitted in a news conference that the social biases and unemployment fuelled the rioting in Clichy-sous-Bois, adding in his own words that "whatever our origins, we are all children of the Republic, and we can expect the same rights."

It is hoped that the President and his parliament can deliver the urgently needed reforms, and that the quest for social justice and conflict resolution through dialogue within the communities at town hall meetings and with government officials, will bring about social peace in the country.

Suggestions for further discussion

Students in history, political science, journalism, and/or French classes could compare French and American immigration and integration policies; study the impact of globalization on the rising unemployment rate in France and the ensuing need for new economic and social policies; examine the role of the media in making French people aware of the special needs, civil rights, diversity, and contributions of the minorities. Advanced students of French could watch *The Battle of Algiers*, and other movies made by immigrant filmmakers against the historical background of the French colonial period; read and analyze the literary work of the francophone immigrants; discuss and write an essay on the differences between American and French Muslim communities. The November 22, 2005 MPAC (Muslim Public Affairs Council) Convention dealt with various issues of Muslim identity in the United States, England, and Belgium, which can be viewed at their official website (mpac.org). Various speakers suggested a variety of frameworks and organizational structures to achieve political objectives in a democratic environment, and to have their viewpoints integrated into the political and social platforms/policies of their governments.



World Food Day—October 16, 2006

Power of the People: Bottom-Up Solutions to Hunger Teleconference

Submitted by: Jan Rezek, Assistant Professor of Sociology, WVU-Tech

I hope every college and university that is a member of FACDIS will make certain they participate in the World Food Day Teleconference. This conference takes place Monday, October 16, 12:00 p.m. to 3:00 p.m. There are various ways to participate. Your institution can register to take part in the interactive teleconference, as well as conducting on site activities to encourage students to take an active role in combating hunger worldwide. The action packet you receive, when you register your institution as a participant, is full of ideas for activities and readings to bring the situation of hunger to the students in creative ways.

I was privileged to receive a grant from FACDIS to attend the planning meeting in Washington, DC, this February. I can guarantee it will be a very worthwhile conference. The focus this year is on a new vision for world food security. Last year Frances Moore Lappé described the issue of hunger, not as a food shortage but as a matter of democracy. This year, panelists from Africa, India, and Sweden, will explore bottom-up solutions, examine grassroots' examples around the world, and evaluate alternative solutions to hunger.

The Food and Agriculture Organization of the United Nations (FAO) has set the goal to cut hunger in half by the year 2015. The eight millennium goals are:

- Eradicate Extreme Poverty and Hunger
- Achieve Universal Primary Education
- Promote Gender Equality and Empower Women
- Reduce Child Mortality
- Improve Maternal Health
- Combat HIV/AIDS, Malaria and Other Diseases
- Ensure Environmental Sustainability
- Develop a Global Partnership for Development

If you are interested in participating in World Food Day Activities, you can contact the National Office in Washington, DC, [patricia.young@fao.org] or you can contact me, **Jan Rezek**, Assistant Professor of Sociology, WVU-Tech, Montgomery, WV 25136; (304) 442-3120.

FACDIS Faculty Reports

Meeting: SE Division of the Association of American Geographers Annual Meeting, West Palm Beach, Florida, November 18-22, 2005

FACDIS Faculty Member: Ann Oberhauser, Professor of Geography, West Virginia University

My participation in the Southeastern Division of the Association of American Geographers (SEDAAG) conference in West Palm Beach, Florida, from November 18-22, 2005, was beneficial to my professional development in the following ways:

- As a National Councillor for the Association of American Geographers, I participated in discussions about the current status and future role of geography as a discipline. The field is growing in universities around the country as it extends its outreach, teaching, and research to include international issues such as global warming, economic globalization, and rapid urbanization in developing countries. It is exciting and professionally rewarding to take part in conversations about geography at this level.

— continued on page 7 —



FACDIS Faculty Report continued from page 6 —

- I presented a paper that I co-authored with **Kobena Hanson** on livelihood diversification in Accra, Ghana, in a session titled “Geographic Issues in Africa.” The paper was well received by our colleagues in the region. Each paper in our session had a discussant, so we received good comments on our ongoing research on household strategies in the rapidly growing metropolis of Accra. In addition, we interacted with other colleagues around the Southeastern region, who are also working on issues relating to African development geography.

In addition to the paper presentation, I participated in a panel discussion entitled “Challenges to Geography: Problems in the Southeastern Region.” We discussed several issues concerning curriculum development and, in particular, the development of interdisciplinary courses that apply to geography, such as environmental sciences, international development, economic globalization, and gender studies. The aforementioned cross-cutting fields of study are becoming increasingly important to education in the liberal arts and especially international studies.

We also discussed specific teaching strategies to use in both large and small class settings, especially at the undergraduate level. Use of films, small group discussions, research projects, and field trips are some of the techniques we discussed that work well in our university settings.

I appreciate the opportunity to interact with geography colleagues in the Southeastern region and to share my research and teaching interests. At these professional meetings, I always expand my horizons and learn more about curriculum issues and resources that will benefit my work at WVU.

Thank you very much for your support.

Meeting: Annual Meeting of the Midwest Region of the International Studies Association, St. Louis, MO, October 21-22, 2005.

FACDIS Faculty Member: R. Michael Smith, Professor of Social Science, Glenville State College

The annual meeting of the Midwest Region of the International Studies Association (ISA) was held at the Pavilion Hotel in downtown St. Louis, October 21 and 22, 2005. It was co-sponsored by the Foreign Policy Analysis Section of the ISA, the *Journal of Political Science Education*, and the University of Missouri Department of Political Science.

I teach U.S. Foreign Relations and am a member of the Foreign Policy Analysis Section. I presented a case study of the Abu Ghraib prison scandal as an instance of failed foreign policy implementation.

Most of the panels I attended concerned foreign policy analysis; American foreign policy was the focus of a number of the papers. I will be able to use much that I learned when I teach U.S. Foreign Relations during Spring 2006. These papers provide current information, useful contemporary examples, and some careful quantitative analysis of evidence regarding the substance of and making of American foreign policy.

Other topics addressed at the conference included the following: IR Theory, regional integration, democratization, identity politics, globalization, development, nationalism, international organizations, international economic relations, and the use of force. Two panels and a roundtable were about teaching.

I learned some things about foreign policy making in coalition governments and in the European Union. These topics have some relevance for two of my courses, Comparative Government and International Relations. I like to spend some time in IR talking about IGOs, especially the UN and the EU.

I attended the roundtable about teaching. Panelists generally favored experimentation with one's teaching and the use of techniques designed to promote active learning. Some particular strategies mentioned were new to me.

— continued on page 8 —



— FACDIS Faculty Reports continued from page 7 —

Meeting: Annual Meeting of the Association of American Geographers, Chicago, IL, March 7-10, 2006
FACDIS Faculty Member: Robert J. Kruse II, Assistant Professor of Geography, West Liberty State College

As I have found at previous AAG meetings, the Annual Meeting of the AAG in Chicago was well worth the cost and effort of attendance. As the largest international organization of professional geographers, the AAG and the Annual Meeting provide opportunities for geography scholars/teachers to present papers to each other and discuss current trends and future directions of the discipline of geography. Specifically, I attended several sessions that helped me meet my goal of expanding my knowledge of political and cultural geographies of particular relevance today. For example, I participated in a session discussion that included several Arab geographers. I benefited considerably from hearing their views and spatial analyses of the current situation in Iraq. Other sessions with an international focus included heritage tourism issues, urbanization trends, and case studies of gender roles and development in South Asia.

In addition to my presentation regarding popular culture and landscape inscription, and attending topical sessions, I benefited from the keynote speaker, whose presentation provided an in-depth overview of economic, political, cultural, and physical landscapes of the Chicago metropolitan area. While I did not expect a presentation on that topic, my exposure to that information will be relevant to my lectures for *Urban Geography, US and Canada* and *Cultural Geography*.

I also enjoyed speaking with colleagues from around the country, whose interests I share. Part of my job as a geography professor in West Virginia is to get students to resist provincialism. I always benefit from the perspectives of my acquaintances and colleagues from countries such as India, South Korea, and Sierra Leone.

I appreciate the support of FACDIS—allowing me to attend the AAG Conference. With its international perspective, the variety of presentation topics and the diversity of geographers present, the agenda of the annual meeting of the AAG proved to be cognizant of the interests and beliefs of FACDIS.

Meeting: Association of American Geographers Annual Meeting, March 7-11, 2006, Chicago IL
FACDIS Faculty Member: Brian L. Crawford, Assoc. Professor of Geography, West Liberty State College

The 2006 annual meeting of the AAG hosted more than 5,300 geographers from around the world. During the five-day meeting, literally thousands of papers and posters were presented, with as many as 60 sessions running concurrently throughout the several days. I was able, however, to attend only a fraction of the sessions, but did manage to sit-in on a number of sessions with international themes, including:

- Africa: Development and Urbanization from Cape Town to Cairo
- Globalization and the New Chinese Economy: Agriculture and Rural Transformation
- Geography of the Holy Land: Perspectives

I will be updating at least three major sections of my World Regional Geography course based on information and perspectives gained from attending the above sessions. The presentations were high quality, representing the travels and investigations of specialists from a wide variety of institutions, both in the United States and abroad. I was able to meet with several of the authors/presenters, gaining new insights into issues of globalization and how it is impacting people and physical environments of certain places outside of the United States.

Meeting with representatives from most of the major publishing houses, a few federal government agencies, and a variety of software and data vendors also gave me an opportunity to see the latest materials available for my teaching and research. As a result, I obtained a number of recent publications and will be adopting several new or updated texts for my courses.

I also presented a paper entitled “Depopulation and Landscape Change in Ohio County, West Virginia,” attended numerous sessions and meetings related to biogeography, which is my primary field of specialization, and participated in the formation of the new Paleo-Environmental Change specialty group.

I am pleased with the results of my attendance at the AAG meeting this year, and I feel the time and money were well spent. I am now looking forward to next year’s meeting, which is to be held in San Francisco.



NEWS AND NOTES

Katherine Aaslestad, West Virginia University, was one of five professors to receive the 2006 WVU Foundation Award for Outstanding Teaching and the 2006 Outstanding Teacher Award in the Eberly College of Arts and Sciences. Aaslestad recently had an article, "Remembering and Forgetting: the Local and the Nation in Hamburg's Commemorations of the Wars of Liberation," accepted in *Central European History*, Vol. 38, No. 3, 2005, 384-416. She was also invited to present two lectures in Germany, one at the Militärgeschichtliches Forschungsamt, Potsdam, Germany and one at the University of Tübingen in February 2006.

Sarah Adams, University of Charleston, just returned from a 17-day faculty development (Great Escape) trip to Egypt where she traveled from Alexandria to Abu Simbel. Most of the trip was by private car which meant unlimited time could be spent at most sites.

Patrick Albano, Fairmont State University, presented a paper at Drew University in Madison, NJ--"Victor and Vanquished: Union and Confederate Veteran Organization 1865-1900." He also received a foundation grant through Fairmont State to pursue research this summer at the University of Pennsylvania archives [Philadelphia] on a book he is writing.

Dhruba Bora, Marshall University, will take seventeen students to London and Paris in May to study criminal justice. Students will visit with the City of London Police, Scotland Yard, Her Majesty's Royal Prison Latchmere, and the Royal Crown Courts of England. In their free time, students will trace the steps of "Jack the Ripper" and watch the changing of the guard at Buckingham Palace. While in Paris, students will be given demonstrations and lectures by the *Police Nationale*, which serves as the national police force of France.

John K. Cox, Wheeling Jesuit, has been invited by the Academy of Sciences of the Republic of Albania and the University of Gjirokaster to give a paper at a conference in Albania on May 19, 2006. His topic is "Ismail Kadare and the Interrogation of Ottoman Power." Cox's book on the works of Kadare is due to be published by the University of South Carolina Press in 2007.

Sandra Dixon, West Virginia University, will taking a group of students to the Universidade Luterana Do Brasil from May 13-June 12, 2006. At Ulbra the students will take classes in Spanish, Portuguese, and Brazilian culture in the University's foreign languages department.

Under the leadership of Interim Chancellor **Bruce C. Flack**, the West Virginia Higher Education Policy Commission has organized a statewide conference on enhancing international education/global awareness for April 24-25 at the Charleston Marriott. Heading the planning committee, consisting of **Jim Natsis** of West Virginia State University and **Dan Weiner** of West Virginia University, is **Clark Egnor** of Marshall University. The conference, featuring a number of nationally-known speakers and working sessions aimed at encouraging concrete results at the state's universities and colleges, focuses on four topics:

- *Internationalizing the curriculum: why and how?*
- *Language education: how does it build global competencies?*
- *Recruiting and integrating international students: what works and what doesn't?*
- *Higher education leadership: overcoming the barriers to internationalization*

FACDIS Director **Jack Hammersmith** will be among the state speakers, presenting "Reflections on FACDIS" with comments from FACDIS members **Carmen Durrani**, Concord University and **Mike Smith** of Glenville State College.

Elizabeth Fones-Wolf, West Virginia University, won the 2006 Harless Award for Exceptional Teaching, one of WVU's premier teaching honors. She was a WV Merit Faculty Foundation Professor of the Year finalist in 2004, the Carnegie Foundation for Advancement of Teaching and the Council for Advancement and Support of Education (CASE) West Virginia Professor of the Year in 2002, WVU Foundation Outstanding Teacher in 2001, and was Outstanding Teacher, Eberly College of Arts and Sciences, in 2000.



— News and Notes continued from page 9 —

Aaron Gale, West Virginia University, was one of five professors to receive the 2006 WVU Foundation Award for Outstanding Teaching. He was also the recipient of the 2004 Eberly College of Arts and Sciences Outstanding Teaching Award.

Joshua Hagen, Marshall University, has a forthcoming book this summer, *Preservation, Tourism and Nationalism: Rothenburg as the Jewel of the German Past* (Ashgate). Hagen also has a recent article, co-authored with Robert Ostergren, University of Wisconsin-Madison, entitled "Architecture, Spectacle and Place during the Nuremberg Party Rallies: Projecting a Vision of Past, Present and Future," *Cultural Geographies* (94:1): 1-25. Last summer, he received a summer research stipend from the Alexander von Humboldt Foundation that allowed him to conduct research in Munich. During his stay, he lectured at the Ludwig-Maximilians-Universität in Munich, and more recently presented some of his preliminary findings at the recent Association of American Geographers annual conference in Chicago.

Kathleen Mc Nerney, West Virginia University, will present a paper at a conference in Vigo, Galicia (Spain), in May. Afterwards, she will go to Perpignan (France) to give a series of invited talks on Catalan literature.

José Morillo, Marshall University, will be delivering papers at the 59th Kentucky Foreign Language Conference in Lexington, April 20-22, 2006; the 9th Annual Ohio State University Symposium on Hispanic and Luso-Brazilian Literatures, Linguistics, and Cultures on April 28, 2006; and the 26th Cincinnati Conference on Romance Languages and Literatures, May 11-13, 2006. He has organized and will chair a Special Session at the American Association of Spanish and Portuguese at Salamanca, Spain, from June 28 to July 2, 2006. Also, he will be presenting a paper at the Session.

With a Letter of Understanding between West Virginia State University and Charles University, Prague, The Czech Republic, signed four years ago, **Ted Mullenburg** has helped develop and promote a student exchange between the two universities, along with numerous professional visits. With the guidance of WVSU, Charles University conducted the first international geriatric Olympics in Prague this year.

Pauline Nelson, Bethany College, will be retiring after 35 years of teaching French at Bethany College. She will be moving from Bethany to Sandwich, MA, on Cape Cod this summer. She will be missed by FACDIS and its many members! As testimonial to Pauline's many years of dedicated work in furthering international education, she was the 2004 recipient for the Cyrus R. Vance Award for International Education in West Virginia.

Michael J. Strada, West Liberty State College, will publish his book, *Benefits of Model Syllabi*, on July 15, with University Press of America. No detailed examination of course syllabi in academia exists, a void that *Benefits of Model Syllabi* seeks to fill. Having witnessed good things happen when routine syllabi morph into model ones with FACDIS programs, Strada began experimenting with syllabus enhancement in his own courses. Further research led to four syllabus-related articles, culminating in this book.

Donley T. Studlar, West Virginia University, gave a presentation, "No Smoking: The Politics of a Global Movement," in the series on *Global Issues*, Baylor University, Waco, Texas, March 9, 2006. He will attend the 19th World Conference on Tobacco and Health in Washington, DC, July 9-12, 2006.

Annastella and Matt Vester, West Virginia University, will lead a summer program of WVU students to Trento, Italy in June, their second summer study abroad program there. From September to June, Matt will be at Villa I Tatti, the Harvard University Center for Italian Renaissance Studies in Florence. He will be engaging in research for a project entitled "The Geography of Political Culture in the Early Modern Alps: The Val d'Aosta, 1550-1630." This is funded by a sabbatical fellowship from Villa I Tatti, and by sabbatical pay from WVU. Annastella will be taking an unpaid leave from WVU to work on her book manuscript relating to Ardengo Soffici and Italian nationalism in art and literature in the early 20th century.

Ken Yount and John Hicks, Alderson-Broaddus College, team taught (with another A-B faculty member) an International Studies course through Germany and Austria for 11 days during Alderson-Broaddus' spring break. The program focused on geography, history, and the German language.



WVU Parkersburg Assists in Landmine Removal in Chad

Submitted by: Doug Weaver, WVU-Parkersburg

West Virginia University at Parkersburg and the Uniformed Services University of the Health Sciences at the Bethesda Naval Medical Center have just completed a joint project in Chad, Africa. EUCOM (US European Command) has been providing humanitarian assistance to developing countries for several years. One of these efforts has been assisting the United Nations and local authorities in landmine removal and landmine victims' assistance. Due to several civil wars in Chad's history, there are thousands of acres throughout the country which are to this day contaminated with landmines and UXOs. Hundreds of innocent victims, children to adults, are killed and injured every year.

There is a great need not only to train local personnel in landmine removal but also to treat landmine victims. Most deaths from landmines occur prior to arriving at a hospital. Several medical personnel from Uniformed Services University of the Health Sciences at the Bethesda Naval Medical Center were contracted by EUCOM to conduct "First Aid" classes for the local population. They taught them how to treat and care for victims up to several days while being transported to a hospital with injuries as serious as severed limbs.

Along with the medical training WVU-Parkersburg was contracted to provide computer/network instruction for the Chad Landmine Headquarters staff. WVU-P Assistant Professor of Computer and Information Technology **Doug Weaver** conducted over 60 hours of instruction. He covered everything from "Care and Maintenance of Computer Systems in Desert Conditions" to French Microsoft Office 2003 and its application to IMSMA (Information Management System for Mine Action). This is the database software they use to track landmine fields and landmine victims in conjunction with GPS and satellite imagery.

Weaver conducted the instruction for 18 Landmine Headquarters personnel as well as selected six personnel from them to become instructors for future classes. The instruction will allow them to be more efficient and productive as they administer the Landmine Removal and Victims Assistance Program.

WV State University Signs Agreement with the Universidad Autonoma Chapingo, Mexico

Submitted by: James Natsis, WV State University

On March 18-21, President Hazo W. Carter, Jr. led a delegation of five WVSU administrators and professors to the city of Chapingo, Mexico, to sign an agreement of collaboration between WVSU and the Universidad Autonoma Chapingo (UACH). The main purpose of the agreement is to establish cooperative relations between the two institutions in the academic areas of student and faculty exchange, joint research activities, the organization of joint conferences, symposia, summer courses, and academic publications.

The group arrived in Mexico over the weekend and went on a historical and cultural tour of Mexico City led by UACH professor and visiting faculty member at WVSU, Dr. Teodoro Espinosa. At the UACH campus, a delegation of UACH officials greeted their WV partners, and each institution presented an overview of their respective institutions. Dr. Ulises Toledo, Assistant Director of the Gus R. Douglas Land-Grant Programs, and an alumnus of UACH, prepared and presented the WVSU overview in Spanish. UACH Rector, Dr. Jose Sergio Barrales Dominguez and his WVSU counterpart, Dr. Hazo W. Carter Jr., shared brief statements before the signing of the collaborative agreement. Following the signing, UACH officials escorted their WVSU partners on a tour of the campus to visit on-going research projects, laboratory facilities, and classroom settings.

WVSU and UACH initiated their partnership in 2002 with the visit of four representatives from UACH and a third partner, Intituto Polytechnico Nacional, to the WVSU campus. The partnership came into full fruition the past three years with faculty, student, and resource exchanges thanks to a \$30,000 WV EPSCoR International Innovation Award that was presented to the WVSU Land-Grant Programs. EPSCoR is an experimental program under the National Science Foundation that seeks to stimulate competitive research.



Upcoming Meetings of Special Interest

Computer Assisted Language Instruction Consortium (CALICO) 2006 Annual Symposium. University of Hawaii. May 16-20, 2006. Theme: *Online Learning: Come Ride the Wave.* Conference will focus on uses of cutting edge technologies in foreign language teaching and learning with an emphasis on collaboration. For more information contact: CALICO, Texas State University, 214 Centennial Hall, San Marcos, TX 78666; phone: (512) 245-1417; fax: (512) 245-9089; e-mail: info@calico.org; web: <http://www.calico.org>

NAFSA: Association of International Educators Annual Conference. Montréal, Québec. May 21-May 26, 2006. The NAFSA conference offers an opportunity for representatives of colleges and universities, government and private agencies, educational associations, exchange and community organizations, institutions, corporations, and foundations to meet and share innovative ideas and practices concerning international exchanges and policies that affect students and scholars. For more information phone: (202) 737-3699; e-mail: nafsa2005@nafsa.org web: <http://www.nafsa.org>

15th Annual World History Association Meeting (WHA). California State University, Long Beach. June 22-25, 2006. Conference themes: *The Americas in World History and Teaching World History.* For more information contact: WHA Headquarters at (808) 956-7688; e-mail: thewha@hawaii.edu; web: <http://www.thewha.org>

Society for History of American Foreign Relations (SHAFR) 32nd Annual Meeting, University of Kansas at Lawrence. June 23-25, 2006. For more information visit the web: <http://shafr.org>

88th Annual Meeting of American Association of Teachers of Spanish & Portuguese (AATSP), Salamanca, Spain. June 28-July 2, 2006. For more information contact: AATSP, 423 Exton Commons, Exton, PA 19341-2451; phone: (610) 363-7005; e-mail: clkein@aatsp.org; web: <http://www.aatsp.org>

World Association for Case Method and Application 23rd International Conference. Brisbane, Australia. July 2-6, 2006. WACRA's objectives are to advance the use of the case method in

teaching, training, and planning; to encourage research using the case method; and to coordinate case writing/case application activities. For more information contact: WACRA. phone: (781) 444-8982; fax: (781) 444-1548; e-mail: wacra@rcn.com; web: <http://www.wacra.org>

Annual Convention of American Association of Teachers of French (AATF). Milwaukee, WI. July 5-8, 2006. For more information contact: Jayne Abrate, Executive Director, AATF, Mail Code 4510, Dept. of Foreign Languages, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; e-mail: abrate@siu.edu; web: www.frenchteachers.org

28th Annual Meeting of International Political Psychology (ISPP). Barcelona, Spain. July 12-15, 2006. For information contact: ISPP Central Office, Moynihan Institute of Global Affairs, 346 Eggers Hall, Syracuse University, Syracuse, NY 13244; phone: (315) 443-2199; e-mail: ispp@maxwell.syr.edu; web: <http://ispp.org>

101st Annual Meeting of the American Sociological Association (ASA). Montréal, Québec. August 11-14, 2006. Theme: *Great Divides: Transgressing Boundaries.* For more information contact: American Sociological Association, 1307 New York Avenue, NW, Washington, DC 20005; phone: (202) 383-9005; fax: (202) 638-0882; web: <http://www.asanet.org>

Annual Meeting of American Political Association (APSA). Philadelphia, PA. August 31-September 3, 2006. Theme: *Power Reconsidered.* For more information contact: APSA, 1527 New Hampshire Avenue, NW, Washington, DC 20036; phone: (202) 483-2512; e-mail: apsa@apsanet.org; web: www.apsanet.org

Annual Meeting of African Studies Association. San Francisco, CA. November 16-19, 2006. Theme: *(Re) Thinking Africa and the World: Internal Reflections, External Responses.* For more information contact: African Studies Association, Rutgers University, 132 George Street, New Brunswick, NJ 08901-1400; phone: (732) 932-8173; fax: (732) 932-3394; web: <http://www.africanstudies.org>



Faculty Professional Development Opportunities

NSF Chatauqua Short Courses

“Short Courses for College Teachers” is an annual series of forums lasting several days, geared for teachers of natural or social sciences. Forums are held at colleges and universities across the country, and are led by distinguished invited scholars who teach the courses. Participants, or their institutions, must pay the cost of lodging, meals, and travel. There are no course registration fees; however, there is an application fee of \$50 (which is refunded if applicant is not appointed to the course applied for).

See website {<http://www.chatauqua.pitt.edu/>} for more information, or request brochure from: Nicholas G. Eror, Chatauqua Program, 274 Benedum Hall, University of Pittsburgh, Pittsburgh, PA 15261; phone: (412) 624-9761; fax: (412) 624-8069; e-mail: eror@pitt.edu. Application can be made on-line at the website or can be down-loaded. The brochure also includes the short application form. Applications must be submitted to the Field Center Director in charge of the course.

Securing the Homeland/Developing Disaster Resilience, June 2-4, 2006, in Midtown Manhattan, NYC. Led by Paula Scalingi, Co-Director of the Stony Brook University Forum on Global Security, and Lester Paldy, Distinguished Service Professor of Technology and Society at the State University of New York at Stony Brook. This course will provide a basic understanding of the inter-related challenges and issues associated with developing the level of disaster resilience necessary to enable organizations, regions, states and nations to prepare for and manage major disasters of all types—from natural causes, terrorism, human error and systems failure. Contact: Lester G. Paldy, Center for Excellence and Innovation in Education, S101 SBS Building, State University of NY at Stony Brook, Stony Brook, NY 11794-4335; phone: (631) 632-7696; fax: (631) 632-7968; e-mail: lpaldy@notes.cc.sunysb.edu

Social Movements and Globalization, June 8-10, 2006, in Midtown Manhattan, NYC. Led by Jackie Smith, Associate Professor of Sociology and Peace Studies at the Joan B. Kroc Institute for International Peace Studies at the University of Notre Dame. The course explores the interactive relationships between global institutions, national politics, and citizen mobilizations. It provides a critical look at the United Nations and global financial institutions, familiarizing participants with current debates and issues in both the UN and global financial and trade areas. Contact: Lester G. Paldy, Center for Excellence and Innovation in Education, S101 SBS Building, State University of NY at Stony Brook, Stony Brook, NY 11794-4335; phone: (631) 632-7696; fax: (631) 632-7968; e-mail: lpaldy@notes.cc.sunysb.edu

China Confronts New Security Issues, June 12-16, 2006, in Beijing, People’s Republic of China. Led by Su Hao, Foreign Affairs University, Beijing, People’s Republic of China and Brett McCormick, Otterbein College. This course will provide an opportunity to engage in direct discussions with Chinese diplomats, scholars, military, and ministerial officials on their home ground. It will provide a Chinese perspective on emerging East Asian security issues of mutual interest to China, other Asian nations, and the United States. Estimated cost of room, meals, cultural activities, airport transfers, etc. to be approximately \$700. Contact: Lester G. Paldy, Center for Excellence and Innovation in Education, S101 SBS Building, State University of NY at Stony Brook, Stony Brook, NY 11794-4335; phone: (631) 632-7696; fax: (631) 632-7968; e-mail: lpaldy@notes.cc.sunysb.edu

Pakistan’s Security Perspectives: An In-Country View, June 19-23, 2006, in Islamabad, Pakistan. Led by Hayat Khan, Rawalpindi College of Science and Technology and Iqra University, Muhammad Rashid Mafzook Zaka, Iqra University and Lester Paldy, State University of New York at Stony Brook. This course will provide a rare opportunity to engage in direct discussions with Pakistani scholars, scientists, diplomats, ministerial, and military officials. Costs for six nights lodging and meals will be approximately \$600 with lower rates for double rooms. The course may also have a fee of \$150 to cover other program costs. **All applicants should review the travel advisory website of the U.S. State Dept. {<http://state.gov/travel>}** Contact: Lester G. Paldy, Center for Excellence and Innovation in Education, S101 SBS Building, State University of NY at Stony Brook, Stony Brook, NY 11794-4335; phone: (631) 632-7696; fax: (631) 632-7968; e-mail: lpaldy@notes.cc.sunysb.edu



NSF Chautauqua Short Courses — continued from page 13—

Introduction to Peak Oil, May 22-24, 2006, in Dayton, Ohio. Led by Rex Berney, Robert Brecha, and Bruce Craver, University of Dayton. Peak Oil is the name given to the period when world oil production reaches a maximum and subsequently begins an irreversible decline. Should this occur in the near future, the consequences for all aspects of our society will be immense. This course will look first at the historical background of the peaking concept with respect to U.S. oil production, then extend these ideas to other countries and the world. Contact: George K. Miner, Chautauqua Field Center, Dept. of Physics, University of Dayton, 300 College Park Drive, Dayton, OH 45469-2314; phone: (937) 229-2327; fax: (937) 229-2185; e-mail: miner@udayton.edu

Teaching Introductory Astronomy, June 2-4, 2006, in Green Bank, WV. Led by Gareth Wynn-Williams, University of Hawaii at Manoa. This course is designed to examine various approaches to teaching elementary astronomy lecture classes. Participants will tour the Green Bank facility, including the Green Bank Telescope, which is the world's largest fully steerable single dish radio telescope. Limited on-site lodging will be available to early applicants. Contact: George K. Miner, Chautauqua Field Center, Dept. of Physics, University of Dayton, 300 College Park Drive, Dayton, OH 45469-2314; phone: (937) 229-2327; fax: (937) 229-2185; e-mail: miner@udayton.edu

The Portuguese Discoveries and its Scientific, Political, Religious and Artistic Impact: Lisbon, Portugal, June 14-19, 2006. Led by Luis Tinoca, University of Lisbon and Carlos Oliveira, University of Texas at Austin. During the 15th and 16th centuries Portugal created one of the vastest empires in the world. This period of development is usually referred to as the Portuguese discoveries. The major goal of the course is to expose the participants to the scientific and historical revolutions that were centered in Portugal during the 15th and 16th centuries. During the course the group will have the chance to interact with several Portuguese scholars specialized in some of the fields impacted by the discoveries. Contact: James P. Barufaldi, Center for Science and Mathematics Education, University of Texas at Austin, I University, SZB 340-D5705, Austin, TX 78712-1294; phone: (512) 471-7354; fax: (512) 471-8466; e-mail: jamesb@mail.utexas.edu;

Ethnobotany in the Oaxaca Valley, Mexico, June 24-30, 2006 in Oaxaca, Mexico. Led by Ed Barnhart, Maya Exploration Center. This course will discuss the vast botanical knowledge of the descendants of the Olmec, Capotec, and Mixtec cultures. Contact: James P. Barufaldi, Center for Science and Mathematics Education, University of Texas at Austin, I University, SZB 340-D5705, Austin, TX 78712-1294; phone: (512) 471-7354; fax: (512) 471-8466; e-mail: jamesb@mail.utexas.edu;

Archaeoastronomy in the Maya Ruins of Peten, Guatemala: Tikal, Uaxactun, Seibal, and Flores, July 7-13, 2006. Led by Ed Barnhart, Maya Exploration Center. This five-day tour and lecture series will investigate the observation methods developed by the Maya and what astronomy may have meant to them as a people. Archaeoastronomy as seen through Maya calendars, hieroglyphs and architecture will be the foci of lectures during the course. Participants will be responsible for arranging their own transportation to and from Flores, Guatemala. A course fee to cover in-country costs for lodging, transportation, breakfasts, lunches and entry fees, estimated at \$700, will be paid by the participants. Dinners during the week and other incidentals will cost an estimated additional \$150. Contact: James P. Barufaldi, Center for Science and Mathematics Education, University of Texas at Austin, I University, SZB 340-D5705, Austin, TX 78712-1294; phone: (512) 471-7354; fax: (512) 471-8466; e-mail: jamesb@mail.utexas.edu;

Ancient Maya Mathematics in the Highlands of Guatemala, July 15-July 22, 2006. Led by Ed Barnhart, Maya Exploration Center. This six-day course will teach about Maya mathematics as its participants travel through various colonial cities, indigenous communities, and ruins. Participants will be responsible for arranging their own transportation to and from Guatemala City. A course fee to cover in-country costs for lodging, transportation, breakfasts, lunches and entry fees, estimated at \$790, will be paid by the participants. Dinners during the week and other incidentals will cost an estimated additional \$160. Contact: James P. Barufaldi, Center for Science and Mathematics Education, University of Texas at Austin, I University, SZB 340-D5705, Austin, TX 78712-1294; phone: (512) 471-7354; fax: (512) 471-8466; e-mail: jamesb@mail.utexas.edu



Foreign Language Educator Summer Institutes

Center for Advanced Research on Language Acquisition (CARLA) will offer its annual series of summer institutes for second language teachers, with its goal to connect research with practice. The interactive workshops include discussion, theory-building, hands-on activities, and networking with colleagues. The cost of each of the summer institutes is \$300 (register by May 31) or \$350 after that date. Topics and dates for Summer 2006 programs:

- *Immersion 101: An Introduction to Immersion Teaching*: June 26-30, 2006 (Session 1) or July 31-August 4, 2006 (Session 2)
- *Focusing on Learner Language: Second Language Acquisition Basics for Teachers*: July 17-21, 2006
- *Using Technology in Second Language Teaching*: July 17-21, 2006
- *Developing Assessments for the Second Language Classroom*: July 17-21, 2006
- *Maximizing Study Abroad: Teaching Strategies for Language and Culture Learning and Use*: July 17-21, 2006
- *Culture as the Core in the Second Language Classroom*: July 24-28, 2006
- *Improving Language Learning: Styles- and Strategies-Based Instruction*: July 24-28, 2006
- *Meeting the Challenges of Immersion Education: "How well do students speak the immersion language?"*: July 24-28, 2006
- *Developing Materials for Less Commonly Taught Languages (LCTLs)*: July 31-August 4, 2006
- *Teaching and Learning Pragmatics: Enhancing Learners' Ability to Use Second Language in Culturally Appropriate Ways*: July 31-August 4, 2006
- *Curriculum Development for Content-Based Language Instruction*: July 31-August 4, 2006

For information contact: CARLA, University of Minnesota, 619 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455; phone: (612) 626-8600; fax: (612) 624-7514; e-mail: Carla@umn.edu; web: <http://www.carla.umn.edu/institutes/>

Summer Institutes: Language Acquisition Resource Center (LARC). San Diego State University. Each year LARC offers a group of summer workshops. These workshops provide teacher training to educators from around the world. Topics and dates for Summer 2006 programs:

July 31-August 25, 2006

- *Training for Distinguished Level Arabic*
Cost: \$2,170 with 6 units credit, \$1,000 without

- *Training for Distinguished Level Filipino*
Cost: \$2,170 with 6 units credit, \$1,000 without
- *Training for Distinguished Level Persian*
Cost: \$2,170 with 6 units credit, \$1,000 without

July 5-6, 2006

- *Working with Digital Media*
Cost: \$50

July 10-14, 2006

- *Digital Media Archive (DMA): The Dynamics of Digital Media for Foreign Language Teaching and Learning*
Cost: \$150

July 24-28, 2006

- *Speech Typology*
Cost: \$150

For further information: visit the website at <http://larcnet.sdsu.edu/workshops.php>; e-mail: nlrcsd@mail.sdsu.edu

Summer 2006 Institute: National Capital Language Resource Center (NCLRC). This year NCLRC will offer twenty summer institutes with the aim of providing foreign language educators, of all levels, with practical ideas for improving foreign language instruction. The institutes will be held on various dates from **May 25-July 14th, 2006** in Washington, DC. For descriptions of each institute, and to register, visit the website at: <http://nclrc.org/profdev/workshops.html>

Other Professional Development Opportunities

Berlin-Prague Seminar: May 28-June 3, 2006. The Annual Berlin-Prague Seminar, organized by Bradley University, will be held in Berlin at the European Academy in Berlin-Grunewald. The following topics will be addressed:

- Contemporary German-American relations
 - Architecture, urban planning, and the arts scene in Berlin
 - Ethnic minorities in Germany
 - The present and future of the European Union
 - The political situation
 - German national identity in light of the Nazi and Communist past
 - Dresden: phoenix from the ashes
- Cost: \$1,300 plus airfare.

For additional information contact: Dr. John A. Williams, Department of History, Bradley University, Peoria, IL 61625; phone: (309) 677-3182; fax: (309) 677-3377; e-mail: johnw@bradley.edu; web: <http://www.bradley.edu/academics/las/his/Berlin/>

**Curriculum Development Workshop on Russia:****June 24- June 28, 2006. Registration fee: \$50.00.**

The Russian, East European, and Eurasian Center (REEEC) in conjunction with the Office of Continuing Education at the University of Illinois invites secondary and community college instructors to take part in this five-day workshop to develop a more effective curriculum on Russia, which can be incorporated into a variety of courses, such as world geography, world cultures, world/U.S. history, politics, and economics. The workshop features presentations by University of Illinois faculty and other specialists. The five-day workshop will include the following sessions:

- Symposium on "Chernobyl, 20 Years Later: Health, Environment, and the Sociology of a Disaster Zone"
- Sessions on Russian geography, religion, history, culture, literature, politics, and economics
- Sessions on curricular resources and lesson plan development

For further information about these programs, contact: the Russian, East European, and Eurasian Center, University of Illinois at Urbana Champaign, 104 International Studies Building, MC-487, 910 S Fifth Street, Champaign, IL 61820-6216; phone: (217) 333-1244; e-mail: lypark@uiuc.edu; web: <http://www.reec.uiuc.edu/outreach/curriculum.html>

Two Asian Studies Summer Institutes in Hawaii

Infusing Asian Studies into the Undergraduate Curriculum. May 30-June 16, 2006. This annual three-week institute focuses on both faculty and institutional development related to the undergraduate teaching of Asia. The focus of the 2006 program will be East Asia—primarily China and Japan. Participants will receive housing and a modest stipend for other expenses, but are responsible for their own airfare and a \$350 administrative fee.

China Field Seminar: Traditions and Modernity: Performing Arts and Cultural Representation. July 3-July 22, 2006. The three-week field seminar will provide an opportunity for 14 college faculty to learn about and experience Chinese culture and society in the context of rapid globalization. For more information about both programs, contact Sandy Osaki, Asian Studies Development Program, East-West Center; phone: (808) 944-7337; e-mail: osakis@eastwestcenter.org; web: <http://www.eastwestcenter.org/edu-ct.asp#summer>

German Summer School of the Atlantic: June 25-July 14 and/or July 17-August 4, 2006.

A total immersion program for business professionals, students, and teachers of German offers lectures, workshops, and recreational activities designed to help refresh German skills and provide new ideas for teaching. Cost for total six-week program, including double-occupancy lodging: **\$3,200. Cost for 3-wks: \$1,850 (books extra).** For Information contact: Deutsche Sommerschule am Atlantik, Dept. of Languages, University of Rhode Island, 210 Flagg Road, Kingston, RI 02881-0821; phone: (401) 874-5911; fax: (401) 874-4694; e-mail: hedderich@uri.edu

26th Annual Lilly Conference on College Teaching: November 16-19, 2006, Miami University, Oxford, OH.

The International Alliance of Teacher Scholars (IATS) sponsors annual and regional teaching conferences. *Lilly Conferences*, originally funded by the Lilly Endowment, are retreats that combine workshops, discussion sessions, and major addresses with opportunities for informal discussion about excellence in college teaching and learning. Inverting the 2005 Lilly Conference theme, *Teaching So Everyone Learns*, this year's theme is: **Learning So Everyone Teaches**. Teacher-scholars will discuss teaching and learning topics ranging from using technology to cooperative learning. Opportunities to meet and talk to the presenters are provided at topical breakfast, luncheon and dinner tables, receptions, and breaks. For further information e-mail: lillyconference@muohio.edu or phone (513) 529-9266.

6th Annual Regional Lilly Conference on College Teaching (Lilly North): September 14-17, 2006, Traverse City, Michigan.

For further information about this regional Lilly Conference visit the website <http://www.facit.cmich.edu/lilly> or phone Todd Zakrajsek at (989) 774-3615.

Faculty Development in International Business**Ciber Workshop: October 12-14, 2006, Ohio State University, Fisher College of Business.**

Theme: *Lessons from the MBA Classroom: Business Concepts for Foreign Language Teachers & Professionals*. This program is designed for secondary and higher education foreign language teachers and professionals interested in learning more about global business concepts. For more information visit the website: <http://fisher.osu.edu/centers/international-ciber/upcoming-events/fdib>



Grants and Fellowships

Fulbright Scholar Programs Teaching and Research Abroad Through CIES. The Fulbright Scholar Program offers U.S. faculty, administrators, and professionals grants in research and university lecturing abroad with opportunities in 140 countries.

- **Traditional Fulbright Awards:** are available from two months to a full academic year. Requirements include US citizenship, PhD or equivalent, and teaching experience. Benefits include round trip travel for grantee and, for most awards, one dependent; maintenance allowance; tuition allowance for school-age children; and book/baggage allowances. **Application deadline: August 1, 2006.**
- **Fulbright Distinguished Chairs Program:** Among the most prestigious appointments in the Fulbright Scholar Program. Most awards are in Western Europe, although a few are available elsewhere. **Application deadline: May 1, 2006.**
- **Fulbright International Education Administrators Program:** US international education administrators are invited to apply for two- to three-week summer seminars in Germany, Japan or Korea. **Application deadline: November 1, 2006 (Korea and Japan); February 1, 2007 (Germany).**
- **Fulbright German Studies Seminars:** Sends US academics and professionals to Germany to participate in a three-week summer seminar on current German society and culture. **Application deadline: November 1, 2006**
- **Fulbright Senior Specialist Program:** provides short-term Fulbright grants of two to six weeks. Activities offer US faculty and professionals opportunities to collaborate on curriculum and faculty development, institutional planning and a variety of other activities. **Rolling deadline.**

Contact: Fulbright Scholar Program, Council for International Exchange Scholars, 3007 Tilden St., NW, Suite 5L, Washington, DC 20008-3009; phone: (202) 686-7859; web: <http://www.cies.org>; e-mail: dmoore@cies.iie.org

Woodrow Wilson International Center Fellowships. The Woodrow Wilson International Center for Scholars awards approximately 20-25 nine-month residential fellowships annually. Projects are accepted from a broad range of disciplines in the social sciences and humanities. **Application deadline is October 2, 2006.** Contact: Scholar Selection/Services Office, Woodrow Wilson International Center for Scholars, One Woodrow Wilson Plaza, 1300

Pennsylvania Avenue, NW, Washington, DC 20004-3027; phone: (202) 691-4170; fax: (202) 691-4001; e-mail: fellowships@wwic.si.edu; web: <http://www.wilsoncenter.org>

Rotary Foundation Grants. Provide support for higher education faculty to teach in low-income countries (per capita GNP of US \$6,200 or less). Applicants may be retired, and need not hold (or have held) a specific rank. Grants are available for up to ten months. Application is made through the local Rotary Club. Contact local club for more information. Club deadlines are usually set between April and August for following year awards. Local Rotary Club sends applications to Rotary Foundation by October 1. Go to: http://www.rotary.org/foundation/educational/un_teach

Herbert Scoville Peace Fellowship Program. The Herbert Scoville Jr. Peace Fellowship Program invites applications for full-time, six-nine month fellowships in Washington, DC. Awardees will be selected to work with public interest organizations addressing peace and security issues. Stipend: \$1,900 per month plus health insurance and travel expenses. **Deadlines: October 15 and February 10** each year. Contact: Paul Revsine, Program Director, Herbert Scoville Jr. Peace Fellowship, 322 4th Street, NE, Washington, DC 20002; phone: (202) 543-4100 x124; web: <http://www.scoville.org>

WV Humanities Council Grants. The West Virginia Humanities Council is offering special funding opportunities for humanities programming. Eligible projects include, but are not limited to: lectures, workshops, conferences, student or teacher immersion days, and foreign language week programs. **Major grant deadlines are February 1 and September 1** for projects with budgets from \$1,500 up to \$20,000. Mini-grants are awarded bimonthly for projects requesting \$1,500 or less. Mini-grant application deadlines are **February 1, April 1, June 1, August 1, October 1, and December 1.** Contact: Pam LeRose, WV Humanities Council, 1310 Kanawha Blvd., East, Charleston, WV 25301; phone: (304) 346-8500; e-mail: lrose@wvhumanities.org; web: <http://www.wvhumanities.org>

IREX Research and Travel Grants. The International Research & Exchange Board has several programs that support advanced field research by American scholars in Eastern Europe, Eurasia, etc. Short-term travel grants support brief visits for research. **Deadline: June 1.** Contact: IREX, 2121 K Street NW, Suite 700, Washington, DC 20037; phone: (202) 628-8188; e-mail: asg@irex.org; web: <http://www.irex.org>



Editor: Gretchen Peterec

FACDIS
Department of Political Science
West Virginia University
PO Box 6317
Morgantown, WV 26506-6317

Phone: 304-293-7140
Fax: 304-293-8644

We're on the web!
www.polsci.wvu.edu/facdis

FACDIS Office:

Dr. Jack L. Hammersmith, Director
E-mail: jhammer@wvu.edu

Gretchen Peterec, Assistant Director
E-mail: gretchen.peterec@mail.wvu.edu

Sharon Nestor, Secretary
E-mail: snestor@wvu.edu

Dr. Sophia Peterson, Professor Emerita and Founding Director
E-mail: wwusophia@aol.com

Gretchen Peterec, FACDIS
Department of Political Science
West Virginia University
PO Box 6317
Morgantown, WV 26506-6317

Nonprofit Organization
U.S. Postage
PAID
Morgantown, WV