

Internationalizing the Undergraduate Curriculum

Opening Commentary

—**Benjamin R. Barber,**
University of Maryland

The excellent papers in this symposium warrant our close attention for the cardinal reason that they teach citizenship in the global world. They arm us with ideas, concrete techniques, and specialized skill sets to reach this goal. The simple importance of learning to function well in a global society belies the complexity of achieving it. These papers give us tools as well as provide motivation to confront this challenge.

The work here looks at the dynamics of global change, but particularly emphasizes comparative inquiry and the recognition and appreciation of difference. The examination of difference is essential for a nuanced understanding of globalization. But this is only a beginning. A focus on difference alone can only produce a static view. Global themes today are marked as much by change as by difference. The world is changing in ways that make it impossible to understand it without new ideas, new perspectives, new modes of inquiry and levels of curiosity. We must understand the message in these papers in terms of enriching modes of inquiry and dynamic processes of global interaction, as well as in terms of the appreciation of difference in language, culture, geography, and politics.

And more, these papers, and the issues that motivate them, are of consequence for understanding the politics of our domestic communities as much as for understanding communities of distance. “Getting it” about internationalizing is essential for

“getting it” about localism as well. We live in local worlds of interdependence as well as global ones. The papers to follow make a rich contribution to a multi-layered set of issues and are part of an important conversation about difference, change, and global understanding.

To be of relevance, political science needs to approach global politics and the issues the global context raises through a lens the insights and techniques these papers offer can help construct. It is incumbent upon the discipline as a whole to move these issues to center stage and encourage much more new work in these directions.

The following papers are a product of an APSA initiative on internationalization sponsored by the American Council on Education (ACE) with support from the Carnegie Corporation of New York. The APSA Committee on Internationalizing the Undergraduate Curriculum (Christine Ingebritsen (chair), University of Washington; Mark Cassell, Kent State University; Steven Lamy, University of Southern California; David Mason, Butler University; Pamela Martin, Carolina Coastal University; and Deborah Ward, Seton Hall University) aims to encourage political science as a discipline to think through how to teach in this new, global world. Following the individual papers, the Committee has also provided a set of learning objectives and web resources to assist faculty in devising curricula with an international focus.

SYMPOSIUM AUTHORS' BIOS

Benjamin R. Barber is the Gershon and Carol Kekst Professor of Civil Society and Distinguished University Professor at the University of Maryland, Distinguished Senior Fellow at Demos, and director, CivWorld. Among his 17 books are the classic *Strong Democracy* (1984), reissued in 2004 in a twentieth anniversary edition; the recent international best-seller *Jihad vs. McWorld* (1995, with a Post 9/11 Edition in 2001, translated into 20 languages), and *Fear's Empire: War, Terrorism and Democracy* (2003), also published in eight foreign editions.

Mark Cassell is associate professor of political science at Kent State University. His recent book, *How Governments Privatize: The Politics of Divestment in the United States and Germany* (2002), won the Charles H. Levine Award from International Political Science Association for the best book in public policy and administration published in 2002.

Christine Ingebritsen is associate professor in the department of Scandinavian studies at the University of Washington. She is the author of *The Nordic States and European Unity* (1998) and co-editor of *Globalization, Europeanization, and the End of Scandinavian Social Democracy?* (2000) and *Small States in International Relations* (2006).

Steven L. Lamy is professor of international relations and director, *Teaching International Relations*, at the University of Southern California. His books include *Contemporary International Issues: Contending Perspectives* (1988) and *International Relations for the*

Twenty-First Century: A Rough Guide for Participants in Global Communities (forthcoming). He has also authored several book chapters, including, most recently, a case study on the Dutch in Srebrenica and a chapter on the G-8 and Human Security Issues.

Isis I. Leslie recently completed her Ph.D. in political theory at Rutgers University and has been a visiting scholar at the American Political Science Association's Centennial Center for Political Science & Public Affairs. She is currently working on a research project entitled, “The Vicissitudes of Romanticism in America.” She is teaching this spring at Georgetown University.

Pamela L. Martin is assistant professor of politics and international relations at Coastal Carolina University. She is also the director of the International and Global Studies Minor, as well as co-advisor to the Globalist Club, which has members from both South Carolina and Ecuador. Her most recent book, *The Globalization of Contentious Politics: The Amazonian Indigenous Rights Movement* (2003), analyzes the benefits and challenges of global processes on indigenous peoples in some of the planet's most remote areas.

Deborah E. Ward is assistant professor of political science at Seton Hall University. Her areas of specialization include *American Politics, Urban Policy and Development, Welfare Policy and Welfare State Development, and the Politics of Race and Ethnicity*. She is the author of *The White Welfare State: The Racialization of U.S. Welfare Policy* (2005).

Internationalizing Public Policy Courses

—Mark Cassell,
Kent State University

“If our founding fathers had wanted us to care about the rest of the world, they wouldn’t have declared our independence from it.”

“If it [international issue] was important, it would have happened here.”

—Stephen Colbert, *The Colbert Report*

Stephen Colbert’s provocative claims offer a starting point to consider whether and how to broaden the international perspective within undergraduate public policy courses and curriculum. This article discusses whether an absence of international perspectives within public policy courses should be a concern, considers an alternative framework for incorporating a broader international perspective into an introduction to public policy course, and identifies potential assignments and pedagogical tools.

Two observations are important to underscore before proceeding further. First, the information developed here is not based upon a comprehensive assessment of public policy courses, texts, or departments at U.S. and foreign universities. The analysis is based on more limited sources of information: a review of several popular public policy textbooks; Internet searches of public policy syllabi; responses to requests for information posted on several public policy listservs; and, finally, on my own experience teaching public policy at Kent State University, a medium-sized public research university located in Ohio.

Second, broadening the international perspective within public policy courses or policy curricula is not a trivial task. Setting aside the issues regarding learning new material or squeezing new material into an already full semester still leaves the theoretical problem of deciding what to include or where to begin. Once one decides to internationalize a policy course, it is not always clear which countries or supra-national organizations to include or omit. And, because of the way in which political science as a discipline is organized, incorporating a greater international perspective in public policy courses requires that colleagues in the department (and the university) put aside concerns about academic turf; a prerequisite that is

often difficult to achieve even under the best circumstances.

Notwithstanding these concerns, I offer the following thoughts about internationalizing public policy courses.

Is there a Problem? How are International Perspectives Included in Public Policy Courses?

It is not at all obvious that there is a problem. First, some might argue that learning how public policy develops and is implemented in the U.S. is enough of a challenge. Why complicate it with other countries or systems? And second, the most assigned policy textbooks already include some cases and examples with an international focus. Perhaps we already incorporate enough of an international perspective.

The first point—whether public policy should encompass a more international focus—is a question of values. In a world where national boundaries are increasingly permeable, it is important to take proactive steps to develop and enhance our students’ understanding of transnational influences, policy diffusion, and policy processes within international or supra-national organizations.

The second point is more complicated. To begin to understand how international perspectives are incorporated in public policy courses, I conducted an Internet search of public policy syllabi using Google’s search engine. I reviewed the top 30 syllabi that came up after typing “‘Introduction to Public Policy’ and ‘Syllabus,’” and I reviewed several of the most assigned public policy textbooks.

In reviewing course syllabi, I find that policy courses use a mix of two general approaches to teach public policy. The first follows a so-called textbook model of the policymaking process, with the course divided into stages or steps in the policymaking process: problem definition, agenda setting, policy implementation, and policy evaluation. A second approach is organized around specific policy areas such as housing, defense, or the environment. Most policy courses combine both approaches while emphasizing one over the other. Missing from the syllabi were references to policies in other countries or to how globalization might change or influence policy processes in the U.S.

The textbooks share a similar mixed approach to public policy, emphasizing the policy process or specific policy areas. To the extent non-U.S. policies are given attention it is in the context of a case or an example primarily used to underscore a point about the U.S. system. There is little

context, for example, for why Germany or the EU might adopt different policies than the U.S. Nor do the texts devote much attention to how an increasingly global society and more interdependent political world change the policy process.

Imagining an Internationalized Public Policy Syllabus

Scholars of comparative political economy have demonstrated the importance of ideas, institutions, and interests in understanding cross-national differences in policymaking as well as the impact of globalization on traditional domestic policymaking processes. The classic approach to decision making as either rational policy analysis or formal political process has been examined and modified in many important ways by a myriad of authors, many of whom take institutions, interests, and ideas into account.

I propose an alternative framework: to organize public policy courses around a matrix combining the strengths of the process approach with the insights of comparative policy scholars (see Figure 1). The steps in the policy process rest on one axis of the matrix, and ideas, interest, and institutions reside on the second axis. Combining the stages in the policy process with a particular theoretical focus provides leverage to internationalize a policy course without it feeling forced or added on. Moreover, each of the cells is associated with a well-developed body of scholarly research, case studies, and news stories.

The framework permits the introduction of a wider range of concepts than those generally used in process-oriented texts (for example, political culture, corporatism, or complex interdependence) in order to trace their influence on national or transnational policymaking. Likewise, it allows for the comparison of related concepts—for example, interests are variously depicted as policy communities (Walker 1989; Kingdon 1995), policy networks (Rhodes and Marsh 1992), advocacy coalitions (Sabatier and Jenkins-Smith 1993), interest groups (Cobb and Elder 1983), and issue networks (Heclo 1978). These configurations vary by country, by policy type, and by what they purport to explain. The framework also works as a structure to teach about the influence globalization has on traditional policy structures and processes.

To give an example, ideas and problem definition form a cell in the matrix that allows exploration of how different cultural understandings of family and gender help explain why a lack of childcare options is

Figure 1: Theoretical Foundations/Stages Matrix

Stages	Theoretical Foundations			
		Ideas	Institutions	Interests
	Problem Definition			
	Agenda Setting			
	Decision-Making			
	Implementation			
	Evaluation			

a problem in one country and not another (Adler 1997). Alternatively, the cell that combines the implementation stage with institutions allows consideration of why public sector reforms such as contracting or pay-for-performance plays out differently in different countries (Cassell 2002).

Most undergraduate policy courses are unlikely to cover all 15 cells in a single semester (without incurring the wrath of students). The framework offers a theoretical roadmap to introduce or enhance an international perspective within an already existing public policy course. One could apply the framework to a two-semester course or alternatively use it as a basis for revising a public policy curriculum.

In short, an idealized version of the policy process doesn't reveal the divisions and tensions—what Lieberman (2002) has recently called the “friction”—between different institutions and competing ideas. While formal political processes are a good starting point for examining policy, they often omit the important factors that enhance student understanding of public policy and national variations. The framework offers a potential remedy. The next section turns to a list of assignments and exercises that policy instructors have used to internationalize their policy courses.

Assignments that Help Internationalize Public Policy¹

The research paper. In some cases, papers summarize and synthesize literature from different national contexts. In other cases, students analyze a policy area comparatively. One faculty member broadened the international perspective of her class by actively recruiting and pairing foreign students with U.S. students in the presentation portion of the research assignment.

Writing up a case study. Several faculty assign students to write up a case study. In one notable example, students are asked to write a case study of a public organization and examine how globalization influences the organization's performance and capacity to deliver public or collective goods.

Using a case study written by others.

A number of faculty suggested utilizing case studies written by others as way to broaden policy students' perspective. The Kennedy School (www.ksgcase.harvard.edu/), the Electronic Hallway (<https://hallway.org/>) run out of the University of Washington, and the Pew Case Study Program at the Georgetown School of Foreign Service offer a wealth of case study resources.

Tracking policy issues in foreign media.

Students are asked to identify and track policy issues covered in foreign newspapers. Reports on the coverage include information about how the issue is presented, the “frame” or narrative used to tell the story, what's missing or left out, and whether the issue is covered broadly or narrowly. A variation on this assignment compares coverage to examine agenda setting cross-nationally.

Briefing papers. Several faculty suggested a variation on the briefing paper or policy memo. In one case, students are asked to write a policy briefing paper to be presented to a hypothetical decision maker or decision-making body. The assignment enables students to research issues that are meaningful to them, their classmates are exposed to issues from around the world, and students learn how to write policy briefing papers that are targeted to a particular decision maker.

Tracking political institutions in other

countries. Students track the daily news of a majority or minority party speaker/leader in the legislature in a chosen country, or the work of a minister or the chief executive. The purpose is to give perspective on the range of competing priorities and pressures that any participant in the process faces at any given time. In other cases, students compare the web site of political parties and interest groups in different countries.

Election simulations. Students go through a mock election simulation under differing electoral conditions. The aim of the exercise is to discuss how election rules shape the types of public policies that make it on the agenda.

Notes

* I wish to thank Karen Mossberger and Frank Lebo for their help in pulling together information used in this paper.

1. The information was gathered in two ways. First, I searched the web for public policy syllabi with assignments that were geared toward undergraduates and which encouraged students to think outside an American context. This web search differed from the previous search in that the focus here was to identify courses with particular types of assignments. This often meant looking for courses with “Comparative-” or “Global-Public Policy” in the title. I also posted a query on the Association for Public Policy and Management (APPAM) and the Public Policy (PUBPOL-L) listservs asking for suggestions on teaching public policy in a way that encourages more global or international thinking.

References

- Adler, Marina. 1997. “Social Change and Declines in Marriage and Fertility in Eastern Germany.” *Journal of Marriage and Family* 59 (1): 37–49.
- Cassell, Mark. 2002. *How Governments Privatize: the Politics of Divestment in the United States and Germany*. Ed. B. Rabe, *American Government and Public Policy Series*. Georgetown: Georgetown University Press.
- Cobb, Roger, and Charles Elder. 1983. *Participation in American Politics: The Dynamics of Agenda-building*. Baltimore: Johns Hopkins University Press.
- Hecl, Hugh. 1978. “Issue Networks and the Executive Establishment.” In *The New American Political System*, ed. A. King. Washington, D.C.: American Enterprise Institute.
- Kingdon, John W. 1995. *Agenda, Alternatives, and Public Policies*. 2nd Edition. New York: HarperCollins College Publisher.

- Lieberman, Robert. 2002. "Ideas, Institutions, and Political Order: Explaining Political Change." *American Political Science Review* 96: 697–712.
- Rhodes, RAW, and David Marsh. 1992. "New Directions in the Study of Policy Networks." *European Journal of Political Research* 21: 181–205.
- Sabatier, Paul, and Hank C. Jenkins-Smith. 1993. *Policy Change and Learning: An Advocacy Coalition Approach*. Boulder, CO: Westview Press.
- Walker, Jack L. 1989. "Introduction: Policy Communities as a Global Phenomenon." *Governance* 2: 1–4.

Internationalizing Political Theory Courses

—Isis Leslie,
Georgetown University

(Mis)Understanding Others

On March 28, 2006, the following televised exchange took place between two professors at Al-Azhar University in Egypt and the station newscaster for Kuwaiti Al-Rai TV on the subject of female circumcision:

Interviewer:

So what about the . . . opinion [of the girl who will be circumcised]? What if she says: I don't want to be circumcised. What happens then?

Dr. Muhammed Wahdan:

If a girl says she doesn't want it, she's free. No problem.

Interviewer:

Is this what happens in reality?

Dr. Muhammed Wahdan:

I have no relation to reality. I am talking about the way things should be.¹

Most of us, as U.S.-trained political scientists, are unable to make sense of Professor Wahdan's claim. What can he mean to vehemently assert in the middle of a political debate that he has no relation to reality?² With no training in Islamic political theoretic assumptions, or the impact of the neo-Platonic denigration of the actual on Islamic thought, we are neither able to decipher Professor Wahdan's claim, nor to render his point compre-

hensible to our students. We are equally unfamiliar with the Islamic doctrines that inform this worldview,³ as summarized by Yusuf Umar (2003): "Theological reason in Islam limits itself to the talk of interpreting the present in light of an ideal [Quranic] community in the past. The present is always confronted as a deviation from the ideal."

Without training in Islamic political thought and history we cannot fulfill our responsibility as political scientists to foster transcultural competence in our students. We can neither aid in comprehension of historical events, such as the nineteenth-century Sudanese revolt against the British that was ideologically fueled by the Doctrine of the Hidden Imam, nor foster understanding of contemporary political realities, such as the pressure Shi'a Islam places on secular states to conform to Shari'a law, principles, and precepts, while rejecting secular states' claims to legitimacy (Umar 2003).

The State of Political Theory

Judging from a general survey of syllabi of introductory political theory courses, the critical training we as a discipline are offering our students in political theory is almost exclusively Western. Standard courses in political theory commonly include readings in the Greek tragedies, Plato, Aristotle, sometimes Augustine, less often Aquinas, usually Machiavelli, Hobbes, Locke, Rousseau, Rawls, occasionally Marx, sometimes Hume, Nietzsche, Foucault, etc. In general, these courses could appropriately be renamed Political Thought in the Western Tradition. These courses are what we were taught, and what we teach our students, and we have a lot of students.

Between 1991 and 2001, over 400,000 baccalaureate degrees were awarded to majors in political science, and a sizably larger number of non-majors enroll in and are exposed to discussions in political science classes. In our current global context, it is critical that Western college graduates, particularly in political science, understand more than the nature and history of neo-liberal capitalism that is generally taught in political science courses in the U.S. Such limited training is inadequate. This generation of students, and their instructors, should have the ability to understand the cultures and contexts with which the global market places us all in contact. It is incumbent upon the discipline to cultivate transcultural competence in our students and instructors so that we are able to decipher political speech across cultural boundaries.

Classroom Aims

Not only should additional materials be taught, but these materials should be taught with a far more international approach than they currently are. So, what can be done differently in the classroom? The following sections offer some possibilities that correspond to the period organization of most political theory courses.

The Ancients

Political theory instructors can place assigned readings in international perspective, beginning with the earliest canonical texts. Eduard Meyer (1995), for instance, addresses the visit of Herodotus to Egypt, underscoring how understanding Egyptian thought is critical to understanding that of the Greeks. While Plato's *Timaes* and *Critias* explicitly mention Plato's visit to Egypt, the importance of the Egyptians to Greek civilization is rarely, if ever, mentioned in traditional political theory courses. Furthermore, the extensive debates on the influence of Egyptian culture on Greek thought since the publication of *Black Athena* typically go unmentioned as well, despite the availability of numerous articles that outline these debates (Meyer 1995). Classroom examinations of debates surrounding the comparative and influential relationship of Greek to Egyptian thought would contextualize canonical texts in a broader global context. Moreover, at the very least, a substantive explanation is in order in introductory courses of why political theory courses begin with the Greeks, rather than the Egyptians, or sub-Saharan African thought.

An internationalist approach to classical material in political theory may also consider scholarship on African oral traditions in relation to the oral traditions on which the tragedies are based, as well as in relation to the Socratic oral tradition. Segun Gbadegesin argues in *African Philosophy* that "communal wisdom derives from ongoing critical debate and rational inquiry among individuals, which is only later popularly formulated and remembered and perhaps unquestioningly, as oral tradition" (Presby 2001, 12). Gbadegesin's analysis reverses the customary view of oral traditions as deficient in critical rationality. His reevaluation of those traditions can enrich classroom discussions of folklore as expressed in the tragedies, and the nature of philosophical political thought.

Introducing into the classroom treatments of oral traditions in African thought, including those of Gbadegesin, Teodros Kiros, Gail Presby, and Claude Sumner, would enrich our study of the nature of the Socratic tradition and inform analyses of how, if at all, knowledge cre-

ated by the Socratic method differs from that created by the critical method, which produces folklore.⁴ Such considerations would encourage students' development of critical skills, as well as their intellectual sensitivity to cultural difference, while also raising the possibility of indigenous African political philosophy, something our current disciplinary curricula generally do not do.

Looking now forward, rather than to historical precursors of the foundational canonical texts in the discipline, an examination of the influence Plato and Aristotle had on the Islamic world would provide a richer internationalist orientation to introductory political theory courses. The short introductory chapter, for example, of Majid Fakry's (2004) *History of Islamic Philosophy*, "The Legacy of Greece, Alexandria, and the Orient," has been recommended by the Lebanese scholar, Lloyd Precious. Including such pieces, which are short enough to be incorporated into syllabi, adds the important voice of non-American and non-Western contemporary scholarship to our syllabi.

Modern Political Thought *Machiavelli*

From an internationalist perspective, an introductory political theory course that includes Machiavelli can also include Dallmayr's work on the political notion of peace in Confucian thought, which contrasts the Western emphasis of war with an Eastern ideal of peace. Dallmayr's work also directs the reader to primary sources.

Hobbes and Locke

Likewise, a course that covers Hobbesian materialism can also include a treatment of Mahatma Gandhi's critique of materialism through the incorporation of such pieces as Anthony Parel's (2003) "Mahatma Gandhi's Critique of Modernity" and/or selections from Gandhi's (1939) political tract *Hind Swaraj*. Gandhi's work, informed by the traditional Hindu idea of the importance of the spiritual development of individuals to statecraft, argues that cooperative soul force is superior to brute force. In addition, informed by the Hindu notion that political economy must be subsumed under a conception of the moral good of the community, Gandhi's work levels a critique against Western political economy (Shah 2003). Both Hobbes and Locke could thus be placed in conversation with Hindu traditions of political thought.

Three or Four Conceptions of Liberty

Similarly, in addition to such classic readings as Isaiah Berlin's "Two Concep-

tions of Liberty," Hobbes, Locke, and Mills' emphases of rights can be contrasted to the Confucian emphases of goods and benefits to the community, which continue to influence Chinese politics, and contrasted to Hindu and Confucian emphases of communal responsibility for moral and spiritual development and direction, in secular as well as religious Eastern thought (Ware 2003).

Non-Western Adaptations of Western Thought

Obvious modifications to syllabi would include Eastern and colonial adaptations of Western thought, such as Franz Fanon's adaptation of the ideas of Jean-Paul Sartre and G. W. F. Hegel and Mao Zedong's conception of communism. But, these texts should be understood as products of interactions between cultures, rather than mere appropriations of Western thought. For example, some understanding of Confucian thought and culture would illuminate the form communism takes in China. Indeed, Mao's politics of charisma were supported by the emperor tradition that preceded him, just as Gandhi's liberalism was informed by Hinduism (Keith 2003).

Transnational Influence within the West

I have focused on the relationships between Western and non-Western scholarship, but international curricular development need not and should not be exclusively a conversation between Western and non-Western scholarship. Scholarship on such subjects as the impact of Machiavelli in England and/or on Shakespeare should not be undervalued.⁵

Examination of the influence thinkers have on nations and cultures beyond their own underscores what Daniel T. Rodgers (1998, 1) has called "the complicity in world historical forces [that] marks all nations." Rodgers argues for scholarship that is attuned to the relations and connections between countries, instead of "masking interdependencies between nations [and cultures], freezing historically contingent processes into ideal types, and laying across a grid of social and political characteristics." Rodgers is concerned specifically with relations between the U.S. and Europe, but his point is equally relevant in the global context. Only through attention to the connections and relationships between nations and cultures—connections that modernity has created and out of which modernity emerged—can the contemporary global situation be understood, and ethically addressed.

An internationalized view of modernity is, perhaps, the most revealing method for studying Western culture. It is only through attention to the diverse ways in

which modernity has been expressed in diverse contexts that any alternative to modernity as the progressive "Europeanization of the earth" can become conceivable (Dallmayr 2002, 6). Only through an examination of the specific ideological and structural circumstances of modernity in other nations can it be meaningfully considered whether there may be, as Charles Taylor asks, "a Japanese modernity, an Indian modernity, and various modulations of Islamic modernity [that] enter alongside the gamut of Western societies, which are also far from being uniform" (Dallmayr 2002, 6). It is an ethical responsibility to educators, and particularly political scientists, to foster intellectual openness to the idea of the cultural and political validity of the possibility of other modern cultures.

APSA as Civil Society—Shared Scholarship and Teaching

Benjamin Barber (1995) identifies "civil society" as a place where dialogue that is critical to the protection and creation of democracy in the global context occurs. In his analysis, contemporary civil society has been eclipsed by a simplistic division of spheres of life largely defined by consumption on the one hand and a public defined solely in terms of government action, which citizens affect only through periodic voting, on the other. This division of life, he has argued, leads to an impoverishment, if not complete loss, of the public domain. Barber writes, "strong global democracy needs and depends on a methodical internationalization of civil society" (287). Civil society offers a space "between government and the private sector" where the conversations that are the foundation of a global public domain can occur—a domain that can countermand the machinations of multinational corporations, on one hand, and parochial and provincial reactions against these machinations, on the other (281). To Barber, civil society represents a domain in which "not politicians and bureaucrats, but an empowered people" express their liberty, and which "carries with it the obligations of social responsibility and citizenship as well as the rights of legal persons" (287).

Disciplinary organizations are civil societies. This set of papers is a product of an initiative of the American Council on Education to internationalize undergraduate curricula through interaction with disciplinary associations, including the APSA, the American Historical Association, the American Sociological Association, the American Psychologi-

cal Association, and the Association of American Geographers. With the support of professional societies, this initiative can be a step toward the creation of stronger international civil societies that create international communities.

As political scientists in the civil society that is APSA, it is our right and our responsibility to develop language for talking about the global context *across* cultural boundaries, and to train our students to do so as well. Strong disciplinary organizations that are attentive to the special conditions that globalization creates can constitute one element of a vibrant civil society of the sort Barber identifies as integral to “secure global democracy” (268).

And, as Barber notes, we need not start anew: “To re-create civil society . . . does not entail a novel civic architecture; rather, it means reconceptualizing and repositioning institutions already in place, or finding ways to re-create them in an international setting” (281–7). There are extensive networks already in place within the discipline to exchange ideas on internationalization in political science. Posting internationalized syllabi on the APSA web site and conversations, like the one we are beginning here, are means of developing this community.

Political science as a discipline can and should function as a global civic space within which to examine connections between cultures, a civic space that is not exclusively occupied by American scholars and scholarship. Connections between the International Political Science Association (IPSA) and APSA are especially important for the international conversations they foster; these, in turn, can create a community of knowledge that can then be transmitted to students, thereby increasing the cultural sensitivity of scholars and students alike.

References

- Dallmayr, Fred. 2002. *Dialogue Among Civilizations: Some Exemplary Voices*. New York: St. Martin's Press.
- Fahkry, Majid. 2004. *A History of Islamic Philosophy*. New York: Columbia University Press.
- Gandhi, Mahatma. 1939. *Hind Swaraj*. Ahmedabade: Navajivan Press.
- Keith, Ronald C. 2003. “Mao Zedong and his Political Thought.” In *Comparative Political Philosophy: Studies Under the Upas Tree*, eds. Anthony J. Parel and Ronald C. Keith. Lanham, MD: Lexington Books, 87–112.
- Meyer, Eduard. 1995. “Comment on Black Athena.” *Journal of the History of Ideas* 56 (January): 125–7.
- Parel, Anthony. 2003. “Mahatma Gandhi's Critique of Modernity.” In *Comparative Political Philosophy: Studies Under the Upas Tree*, eds. Anthony J. Parel and Ronald C. Keith. Lanham, MD: Lexington Books, 163–84.
- Presby, Gail M. 2001. “The Wisdom of African Sages.” In *Explorations in African Political Thought: Identity Community and Ethics*. Oxford, UK: Routledge, 12.
- Rodgers, Daniel T. 1998. *Atlantic Crossings: Social Politics in a Progressive Age*. Cambridge: Harvard University Press.
- Shah, K. J. 2003. “Of Artha and Arthasashtra.” In *Comparative Political Philosophy: Studies Under the Upas Tree*, eds. Anthony J. Parel and Ronald C. Keith. Lanham, MD: Lexington Books, 141–62.
- Umar, Yusuf. 2003. “Farabi and Greek Political Philosophy.” In *Comparative Political Philosophy: Studies Under the Upas Tree*, eds. Anthony J. Parel and Ronald C. Keith. Lanham, MD: Lexington Books.
- Ware, Robert. 2003. “What Good is Democracy? The Alternatives in China and the West.” In *Comparative Political Philosophy: Studies Under the Upas Tree*, eds. Anthony J. Parel and Ronald C. Keith. Lanham, MD: Lexington Books, 113–140.

Notes

1. The Middle East Media Research Institute. TV Monitor Project. March 28, 2006. Clip #1090. memritv.org.
2. Ibid.
3. These include the Doctrine of the Just Sultan (which allows for the coexistence of religious and secular rule), Khomeini's Doctrine of the Trusteeship (which dictates theocracy), and the Doctrine of the Hidden Imam (according to which all political rule, and therefore reality, is illegitimate until the messianic return of the Twelfth Imam and which doctrine informs Wahdan's claim to have no relation to reality).
4. Gail M. Presby, “The Wisdom of African Sages”; Claude Sumner, “The Proverb and Oral Society”; Teodros Kiros, “Introduction: African Philosophy: A Critical Moral Practice” and “Zara Yacob: A Seventeenth Century Ethiopian Founder of Modernity in Africa”; D. A. Masolo, “Critical Rationalism and Cultural Traditions in African Philosophy”; Ali Mazrui, “Ideology and African Political Culture”; I. A. Menkiti, “Normative Instability as Source of Africa's Political Disorder.” In *Explorations in African Political Thought: Identity Community and Ethics* (Oxford, UK: Routledge, 2001).
5. Conversation with Stephen Wirls. Unpublished manuscript. August 18, 2006.

Internationalizing the American Politics Curriculum

—Deborah E. Ward,
Seton Hall University and
Columbia University

Why Should American Politics Internationalize?

The increasing recognition of a global interdependence among our economies and societies places a significant amount of pressure on educational institutions to prepare future citizens for successful participation in this “new world order.” While there might be general agreement that globalization or internationalization is a “major trend in education” or a “worldwide phenomenon,” there are barriers to internationalization, some of which can be individual—resulting from faculty and student attitudes; some institutional—caused by long-standing policies, practices, and traditions; and some reflecting the attitudes and culture of the wider American society (Green 2003, 11). There are different ways that institutions of higher learning can respond to this phenomenon most effectively, including, for example, changes at the curricular level, broad institutional policies that involve recruitment of foreign students, experiential partnerships with foreign institutions of higher learning, and the creation of campuses in other countries (see Altbach 2002).

American Politics is a significant subfield in political science, representing 20% of all APSA members as well as 20% of graduate student members.¹ It is a subfield that, by its nature, is immersed in America and has seemed particularly resistant to the trend to internationalize. Unlike other subfields that infuse an international perspective organically, American Politics can be insular in its view of how it fits within the larger, global political context. Clearly, this is related to the foundational circumstances and principles of our Republic, and some of the manners in which we have come to understand the U.S. government and politics (e.g., American exceptionalism).

The State of American Politics Courses

An examination of American Politics/Government syllabi was conducted to assess the extent of internationalization

in existing American Politics curricula and to begin to develop “best practices” or strategies to increase internationalization.² For consistency, only syllabi for introductory American Government and American Politics courses were collected,³ and only syllabi used in courses running from 2001 through the fall 2006 semester were included in the final sample. The final sample of 152 syllabi was derived by identifying 133 institutions, including universities (both private and state) and liberal arts colleges. The institutions were selected to be representative based upon the various categories/rankings in *U.S. News and World Report’s Ultimate College Guide 2006*. Of the initial 133 institutions, only 87 had syllabi that were sufficiently complete to be used in the analysis. Syllabi from different faculty at the same institution were collected. Only one syllabus per faculty member was included, so each syllabus represents a different faculty member.

I measured an “international” component in different ways. The first was the most rudimentary: the requirement of reading a national newspaper such as the *New York Times* or the *Wall Street Journal*. While not directly indicative of an international component, reading a national paper indicates some faculty member interest in exposing students to global news. Of the 152 syllabi, 40, or 26%, required the daily reading of a major national newspaper.

The syllabi were evaluated on whether an element of internationalization was apparent in the following: the goal/purpose of the course; required readings; individual learning units; assignments; and exams. Only 14 syllabi, or 9%, included one or more of these elements of internationalization. I then ranked these 14 courses in order of their degree of internationalization. Three of the syllabi were ranked “high” because there was an overall infusion of internationalization throughout the course. Four syllabi were ranked “medium” because there was a significant attempt to infuse an international element in some specific aspect of the course, as expressed in course objectives and/or in the existence of one or more learning units with an international perspective. For example, in one syllabus, the professor attempted to compare U.S. politics to that of Britain, Germany, and France.⁴ Another course explored the effects of U.S. politics on populations at home and abroad.⁵ Finally, another course examined the difference between American government and that of other democracies.

Seven of the syllabi were ranked “low,” as there was some acknowledgement of the importance of a global perspec-

tive, but this perspective was not infused throughout the course and was only apparent in either the course objective or in an isolated reading. For example, in one syllabus, one required reading compared racial purity laws in Nazi Germany with those in the U.S.⁶ Other courses contrasted the U.S. presidential system with the prime ministerial system. Another’s syllabus stated that the course would compare the U.S. system with “alternate ways of engaging in politics and government.”⁷

I also briefly surveyed the required texts for the courses, among which there was great diversity. Of the 51 different texts that I categorized, only two have a comparative or international element, and each was used by only one course, both of which were included in the list of 14 internationalized courses.

An Internationalized American Politics Course

At the risk of oversimplification, I propose that there are two ways to approach the internationalization of an American Politics course. The first is more or less superficial in nature, and involves the addition of an isolated “international” learning unit, assignment, or required reading to an existing course structure. While in this way, the professor is introducing his or her students to the idea that alternate political structures, processes, institutions, cultures, etc., exist, the superfluous addition of an international component is certainly not integrated with the overall learning objectives of the course. Nevertheless, this approach does offer an opportunity for faculty who are interested in internationalization, but who might lack the time, institutional support, or expertise to develop a more broadly infused course. The reality is that course redesign in many institutions is a complicated matter and not feasible for many faculty.

The second approach to the internationalization of an American Politics course is structural in nature and involves an overall course redesign. In this approach, learning about the American political system is contextualized throughout—the study of America’s political system is juxtaposed with that of other political systems. The nature of the infusion depends upon the particular interests and expertise of the faculty member, but the overall outcome is the same: students learn about American politics within the context of the global political system. Their exposure to different systems is part of the learning process and reflected in learning outcomes. These courses, readings, assignments, and student evaluations ensure that students’

knowledge about the American political system does not develop in a vacuum. In this way, students are able to compare and contrast their knowledge of, for example, democracy, political socialization, and the party system in the U.S. with that of another democracy, and can fully appreciate the dynamics of American politics. To be clear, I am not advocating the adoption of the Comparative Politics agenda within the American Politics subfield. The purpose of the American Politics course is to instruct students about the institutions and processes of the American political system; but this can be accomplished through putting the U.S. at the center of a “cross-national”⁸ perspective that enables a richer understanding of the U.S.

The following are guidelines for internationalization extracted from the approaches used in the syllabi examined, as well as those I’ve applied in my classroom.

- **Framing the Course/Course Objectives:** Structure the course so that the study of American politics is framed within a larger global context. Infuse in each learning unit a comparison of the U.S. case to others.
- **Internationalizing the Reading List:** Bring an international perspective to American Politics courses through required readings that expose students to non-U.S. political systems and non-U.S. scholars. The Resources section of this paper compiles a list of books with a comparative or international focus that were used in the examined syllabi.
- **Learning Units:** Bring an international element in specific learning units or modules by introducing concepts that transcend the American politics experience or by comparing and contrasting U.S. institutions and processes with those of other political systems.
- **Assignments:** Include assignments that require thinking about American politics from a global perspective. Require students to include a non-U.S. case in a paper, or role-play in activities that include an international perspective. Use film and other media materials in the classroom to provide exposure to global issues. Implement distance learning tools, service learning assignments, and other technologies to promote internationalization.
- **Exams and Evaluation:** Reinforce the importance of a global perspective by including questions in exams that require students to contrast significant differences and relative advantages

between the U.S. and other political systems.

- **Internships and Extracurricular Activities:** Require or award extra-credit for attendance or participation in certain global-oriented activities (such as a campus lecture by a visiting dignitary or membership in an international club) and by mentoring students to consider study abroad and internship programs.

A course that infuses some of the guidelines above will challenge students to think more critically about politics more generally, and the American political system more specifically. From this context, specific learning objectives can be developed that would help assess the success of an internationalized course.

References

- Altbach, Philip. 2002. "Perspectives on Internationalizing Higher Education." *International Higher Education* 27 (spring). Available at www.bc.edu/bc_org/avp/soe/cihe/newsletter/News27/text004.htm.
- Green, Madeline. 2003. "The Challenge of Internationalizing Undergraduate Education: Global Learning for All." Presented at the Global Challenges and U.S. Higher Education Conference, Duke University.
- Scales-Trent, Judy. 2001. "Racial Purity Laws in the United States and Nazi Germany: The Targeting Process." *Human Rights Quarterly* 23: 259–307.

Notes

1. As compiled and reported by the APSA 2004 Elections Review Committee, Chart 1.A.3., Distribution of Major Fields, Current APSA Members.
2. The author wishes to acknowledge the assistance of Linda Campbell and Brian Fox in collecting the syllabi used in this analysis.
3. Courses on American Political Development, advanced courses on Parties, Congress, the Executive, etc., and courses that combined American Politics and Foreign Policy were excluded from the sample.
4. Kenneth Janda, POLS 220, American Government and Politics, spring 2001, Northwestern University.
5. Jackie Palmer-Lasky, POLS 130, Introduction to American Politics, spring 2002, University of Hawaii.
6. See Judy Scales-Trent 2001, 259–307. This was used in Debra DeLaet's course, The American Political System, fall 2001, Drake University.
7. Robert B. Albritton, POLS 101, Introduction to American Politics, spring 2004, University of Mississippi.

8. Bruce Stinebrickner, POLS 110A and C, American National Government, spring 2006, DePauw University.

Challenging Hegemonic Paradigms and Practices: Critical Thinking and Active Learning Strategies for International Relations

—Steven L. Lamy,
University of Southern California

I argue in this paper that one possible way of addressing the critical issue of preparing students for their future role as citizens in a global society is to integrate active learning exercises such as case studies and problem-based learning scenarios that focus on international issues and events and significant global conditions. These provide an opportunity for students to practice the skills that are essential for participation in modern democratic societies. In this brief discussion paper, I present two very practical strategies for introducing students to global realities and exposing them to different cultural and ideological ways of "seeing the world." Both strategies emphasize skills that are essential for analysis, evaluation and, eventually, problem-solving.

The first "internationalizing strategy" introduces students to a worldview analytical model that challenges the dominance of the realist/neorealist and neoliberal theoretical paradigms taught in most U.S. international relations courses. This framework expands the narrative by presenting three broad worldview categories—maintainer, reformer, and transformer—and introducing students to theories in each category. Students are asked to consider how these worldviews contribute to our "construction of the world" and how it is critically important that we consider all three worldviews if we seek a complete picture of an international issue or major event.

Most U.S. students tend to look at issues from a *maintainer worldview* (i.e., realism, neorealism, or neoliberalism), the perspective or paradigm promoted by texts and the print and visual media in the U.S. In U.S. classrooms, the "internationalization" takes place when students are required to add *reformer* and *transformer* voices to their analysis (Lamy 1988; Golich and Lamy forthcoming).

The second "internationalizing strat-

egy" also emphasizes the development of skills and is based on a learner-centered philosophy of teaching. Again, I believe that internationalizing the curriculum is all about developing critical thinking and problem-solving skills. Two excellent active learning strategies are case-based teaching and problem-based learning. These approaches challenge the dominant teaching paradigm—the standard lecture. Although they recognize the importance and value of a good lecture, these approaches suggest that the "sage on the stage" needs to find ways of sharing the spotlight with his/her students. In an active learning classroom, students practice critical analytical and evaluative skills. They must learn to *describe*, *explain*, *predict*, and *prescribe*, but they must also consider alternative strategies for *participation*. In some sense, active learning may be a way to address the growing problem of political apathy. Active learning strategies require that students share responsibility for teaching and learning. In a case discussion they might be asked: If you had been advising the prime minister, which policy strategy would you have supported?

In a problem-based course, students engage in cooperative research to find out how best to respond to a critical problem, but they must also identify who can help them find such a solution. In both situations, students become advocates for positions and players in the policy process. In so doing, they become less intimidated with the complexity of the policy process, more informed about how other societies formulate and implement policies, and more familiar with possible strategies for participation in these areas. This may lead to more informed activism.

Challenging any paradigm is not easy. However, if we think carefully about how we teach, what we teach, and where we teach, and if we consider the skills and competencies our students will need to master in order to survive if not prosper in this era of globalization, some form of internationalization is critical.

Why the Push for Internationalization?

Globalization is the most powerful argument for internationalization today. By the 1990s, the concept of *globalization* supplanted *complex interdependence* as the term most frequently invoked to capture the complex set of processes crossing political, social, economic, and cultural borders. At a minimum, globalization is multidimensional, and includes the increasingly rapid and intense movement of

goods, services, information, capital, and people across ever-more-porous national boundaries. In addition, globalization signifies the increasingly intricate web of production as corporations create global alliances and parcel out manufacturing to a wide range of geographic locations, according to resource availability, labor skill level, and costs, as well as other transaction costs. Substantial evidence suggests that globalization does affect the ability of governments to meet the needs of their citizens. To that end, globalization has created a growing awareness of risks and dangers—e.g., terrorism, environmental degradation, climate change, poverty—that threaten the world as a whole.

None of this necessarily means that the state will become obsolete. It does mean that states are pooling resources, through bilateral or multilateral cooperative agreements or treaties and shared decision-making with regional and international organizations to protect and provide for their citizens. It might help to think about globalization as the *stretching* of social, political, and economic activities across the boundaries of all states. This stretching links people and communities in such a way that decisions, events, and actions in one country can and do affect communities across the globe (Held 2003).

Complex interdependence and globalization scholars present persuasive arguments for knowing and caring about the international or global system. Few would disagree with the claim that successful world leaders will need to understand the global nature of most if not all of the challenges that we face. No one can comprehend markets, global finance, music and popular culture, migration, organized crimes, pandemics, war, or any other significant issue without a thorough understanding of things domestic and international. Few if any of the problems currently threatening our quality of life can be resolved without some form of cooperation with other global actors. Our leaders, now and in the future, will need to embrace a global perspective in recognizing and defining these problems. They will also need to make a commitment to multilateralism and the effective use of international organizations to develop common strategies for addressing the challenges presented by increasing globalization. Most national leaders recognize that globalization has made securing national interests more complicated, even making it harder to define what “the national interest” might be (Golich and Lamy forthcoming).

Other arguments for internationalization include those that promote global commerce and see the world as a global

marketplace. Also, there is a growing research community in the area of global public goods and evils that encourage transactional policy processes. Fundamentally, courses need to internationalize in a world in which deviance, defiance, and isolation are no longer viable options.

The first step in the process of internationalizing a course is adding a “global perspective” and successful examples include the following elements (Lamy 1991):

- global perspectives courses present information that represents a diversity of voices—rich and poor, male and female, historical, multicultural, and contending ideologies.
- global perspectives courses encourage students to carefully examine their assumptions, values, and beliefs—not to convert them to a different worldview, but to encourage them to understand how their images of the world can both liberate and limit. It is essential that they learn to compare their views with alternative perspectives before selecting a path of action.
- global perspectives courses teach students the basic skills of discovery, analysis, and evaluation.
- global perspectives courses encourage involvement. Students are introduced to strategies for participating in programs that address national, global, or transboundary issues. Furthermore, a major focus of global perspectives courses is on the responsibilities of power and affluence in an unequal and violent world.
- global perspectives courses do not push a normative agenda—students are encouraged to critically review political issues with all actors in mind and not form a single perspective. Comparative and historical analysis of issues is essential for this sort of thorough analysis.

Strategy One: Internationalizing an Introductory International Relations Course—Adding a Worldview Analytical Framework

An important fundamental assumption of our version of the introductory international relations course is that *where you stand depends on where you sit and we all sit in our worldview*. Students need to realize that they sit in a world constructed by their core beliefs and assumptions about human behavior, social relations, institutions of governance, and

the world around them. This worldviews framework takes as a given that politics is all about *conflict and controversy*. People look at the world through different *prisms*, which we will call *worldviews*. These worldviews are shaped by their environment, their histories, experiences, and by the core beliefs that define their world. Discussions and analyses of international relations are more contentious because of the diversity of worldviews and the lack of consensus on such issues as governance, the nature of human rights, and how best to provide order and stability in an anarchic system. What makes international relations different from domestic politics is that it is more about survival and it is a constant search for order and equity in an anarchic, unequal, and competitive global environment.

The critical point here is that *theory matters!* Every decision-maker carries theories around in his/her head. Every individual uses theories to organize, evaluate, and critically review contending positions in controversial policy areas. Your confidence as a scholar or policymaker is increased if supported by theoretical positions that are in turn formulated after a thorough understanding of historical evidence in a given policy area.

Students in this course read foundational, modern, and contemporary theorists in each of the three worldview categories and thereby develop a keen sense of who informs them on significant issues.

It is hoped that after completion of this course, students will know more about the international system and the issues that shape the priorities and behavior of states and other actors in that system. The course is designed to encourage students to approach international relations in a more sophisticated and theoretically grounded manner. If the course is successful, students will:

- **Develop a more comprehensive understanding of the various theoretical positions and the roles these theories play in our understanding of the international system (Knowledge-building).**
 - a) Be able to describe the core assumptions of maintainers, reformers, and transformers.
 - b) Be able to identify the similarities and differences between theories in these three categories.
 - c) Be able to identify how someone with a particular worldview constructs the world in terms of policy priorities and responses to these problems.

- **Understand the relationship between theory and policymaking in the international system (Problem-solving).**

a) Be able to identify how policy-makers with a particular worldview are likely to respond to a given global challenge.

- **Develop an appreciation of the fact that your own worldview is not universally shared and that other worldviews and theoretical assumptions may need to be considered before one has a full understanding of a situation (Values and attitudes).**

a) Understand how you (the student) construct the world. Explore your own worldview and understand how it both limits and liberates in terms of your pursuit of the good life.

- **Enhance their ability to understand the international system and thereby increase their capacity to act or participate at various levels in the international system (Participation and action).**

a) Be able to identify how power is organized, who the key players in the system are, and what role they play.

b) Be able to identify opportunities for civic engagement and participation in the policy processes at local and global levels.

Active Learning Exercises

A number of studies on how to encourage student learning suggest that students prefer more frequent assignments that allow them to use readings, lectures, and other materials. In this introductory course, students participate in eight “lab sessions,” led by teaching assistants, in which they operationalize course readings and lectures by participating in case discussions, focused debates, research and library assignments, and problem-based assignments.¹ Most require that students apply the worldview analytical framework. To illustrate, one exercise has them discussing the issue of humanitarian intervention in Darfur, Sudan. Students are assigned *maintainer*, *reformer*, and *transformer* positions and are asked to develop their arguments for or against intervention. These positions must be reflective of real world positions taken by various actors in the system; thus, the first week is devoted to a great deal of research. Students meet during the week to share research findings and in the second week they present their worldview position

based on a reasonably thorough review of relevant policy and academic literature.

How is this internationalization? These are truly *critical thinking* exercises because they require students to identify, analyze, and evaluate contending positions on controversial issues. In that analytical process they are exposed to different cultures, ideologies, norms, values, and political actors. In the Darfur exercise, students researching maintainer views find the answers in the policy statements of major powers and from realist thinkers in universities across the West. They find that most major powers tend to emphasize national interests over human interests. The reformers find plenty of information from sources in traditional middle powers like Canada, the Netherlands, and the Nordic states. The students researching transformers find most of their information by reading the reports and policy statements produced by NGOs and non-state actors like Human Rights Watch, Amnesty International, and OXFAM.

The end result of this activity is an animated and informed discussion reflecting views from across the world and representing most legitimate ideological perspectives or worldviews. Students include descriptions, explanations, predictions, and prescriptions in their policy briefs.

A Second Strategy: Case Teaching and Problem-Based Learning

The concept of learners as receivers of information should be replaced with a view of learners as self-motivated, self-directed problem solvers and decision-makers who are developing the skills necessary for learning and who develop a sense of self-worth and confidence in their ability to participate in a changing society. —Source Unknown

Active learning is primarily about critical thinking and learning by doing. Active learning puts students in real life decision-making situations. Students focus on policy dilemmas or issues that are ambivalent enough to allow for different responses and competing policy strategies. Fundamentally, in an active learning classroom students do more than just listen to a lecture and ask an occasional question.

The lecture is not set aside in an active learning course. It is simply “seasoned” with reading, writing, and discussion exercises, such as a mini-debate, a problem-solving exercise, or a simulation. Students are asked to “operationalize” or use information presented in lecture or discussed

in a text. They engage in the higher order thinking tasks of analysis, synthesis, and evaluation of competing arguments. Good active learning exercises require that students read, discuss, write, and present in a single-class period. Studies show that active learning courses are comparable to lectures for learning specific content information, but are much better for developing critical thinking skills (Bonwell and Eison 1991).

Case Study Courses

A teaching case is a story, describing or based on actual events and circumstances, that is told with a definite teaching purpose in mind and that rewards careful study and analysis.—Larry Lynn

As the above quote suggests, cases are stories based on actual events in which the characters or actors are fully developed and the decision-making process is presented as clearly as possible. A good case is written so as to provide students the chance to explore policy options from a variety of perspectives. Case discussions give students a chance to evaluate decision-making and suggest ways of improving the decision-making process and policy outcomes.

In a case class, the responsibility of learning shifts from the faculty expert to a triadic partnership among students and faculty. Students learn from well-crafted questions asked by the faculty member and the responses from their peers. An experienced faculty “discussion leader” adjusts the case direction and revises questions based on the substance of the students’ comments and questions. Rarely does a good case discussion closely follow a single teaching plan. However, a case class is not just an open-ended discussion. An instructor must devote significant time to mapping the case to focus and structure the discussion so as to encourage students to explore both theoretical and policy issues. Before presenting each case it is important to distribute “pre-case questions” to prepare students for the discussion and to assure that they look for specific lessons or illustrations. Case learning is more effective if students discover or construct knowledge with some faculty or discussion leader guidance.

Case studies that explore policy issues and decision-making in most countries are available from the Institute for the Study of Diplomacy at Georgetown, the Kennedy School at Harvard, and the Harvard Business School. These provide an easy method for students to go inside other societies and to compare policy responses or to search for explanations for

policy decisions. They might learn that a country's political culture best explains a country's decision to support the Kyoto Treaty or that coalition governments make it difficult to reach effective decisions in crisis situations. Case studies emphasize the importance of individuals as decision-makers and the relevance of domestic attributes in shaping the policy process. This sort of comparative analysis through case studies fits the requirements of an internationalized course.

Problem-Based Learning Exercises

Part of being an effective teacher and scholar is designing your course so that students can discover and decide how to use new information on their own to participate in the world. They might use this information to maintain the status quo, to reform a failed system, or to solve a taxing problem. Still, some of our students might use their knowledge to push for radical transformation of our global system. It is this process of discovery and participation that is a defining element of problem-based learning (PBL).

PBL integrates academic theory and policy research with real life problem situations. Most courses include elements of PBL. When an instructor discusses a current public policy problem, from a local zoning dispute to the War on Terrorism, and then asks students to evaluate current responses or suggest alternatives, he/she is using a form of PBL.

This form of active self-directed learning began in medical schools and is used extensively in many public policy programs. It is particularly useful in post-graduate in-service programs for public policy specialists, because much of what they may have learned in their degree programs may be obsolete during their professional career.

PBL is a form of constructivist learning. Once presented with a problem, students develop hypotheses about how the problem developed and how best to respond. Then they must find the information that is essential for effectively responding to the problem. PBL provides an excellent way for students to develop their own research skills, but it also contributes to their knowledge of the history of key policy issues and the actors involved in successful or failed programs.

In general, PBL exercises follow an eight-step approach:

Step One: Students are presented with a public policy program (e.g., how to sell the public on the expansion of NATO) and are divided into research groups to address the problem.

Step Two: Within each research group students break down the problem into what is known, unknown, and presumed.

Step Three: The research group identifies areas where more research is necessary.

Step Four: Each student is assigned a research task and the group reviews possible sources of information.

Step Five: Research group leaders meet with their professor to review assignments and to discuss the initial problem—identification process. At the time, the professor might also make suggestions about possible sources of information.

Step Six: The research group meets to share initial findings and discuss research strategies.

Step Seven: The research group meets a second time to design their policy responses to the assigned problem.

Step Eight: The research group shares their work with other research teams.

The students are told that it is an active learning class and that they will be expected to participate in each session, and that if they are not willing to do so, they should enroll in another class. The students are introduced to the problem-based cooperative learning approach in the very first class. They are also told that discussion, group research, case studies, and other interactive learning exercises will be the norm in the class. The course is designed to encourage students to ask critical questions and know where to find the information to answer the same. In a course that encourages collaboration and learning communities, students usually end up being able to develop their own knowledge that is appropriate to their assigned country or non-state actor's responses to the problem. This is what Burch (2000, 31) calls a "hands-on and minds-on" style of teaching and learning.

Concluding Remarks

Both introductory international relations courses and policy courses need to be framed and structured by theoretical arguments that reflect thinking across time and cultures. Courses built on a flimsy foundation of war stories fall apart when

the war stories run out. In turn, courses that are built around arcane theoretical debates usually "turn off" those students who are not inclined to continue their academic training and become a member of the academy. A truly relevant course is based on both experience and analysis. International relations as a modern discipline was begun to address a complex problem: war. As a problem-solving discipline, we need to find ways for our students to use theoretical arguments and the evidence they produce to understand the policy process and to critically analyze the behavior of states.

Both case study and PBL courses provide students an opportunity to inhabit the policy world with tools of analysis and evaluation. These teaching strategies respond clearly to several points about education raised by John Dewey. He argued that the intelligence of any individual is enhanced by participating in processes of *inquiry*, *discussion*, and *criticism*—all essential elements of case teaching and PBL exercises. Learning comes in the reconstruction of problematic situations and, one might add, the identification of critical lessons for future leaders who might face similar situations (Hickman and Alexander 1998, 233). We need to find ways to engage students, to give them more responsibility for their own learning and a greater role in creating a useful learning experience for other students and their instructors. The task of any course, curriculum, or discipline is to be relevant and responsive to the needs of humankind. Today, these needs are global or universal and require that we develop a global perspective or risk missing our opportunity to prepare informed and effective citizens who might find ways of responding to a variety of persistent global problems.

Note

1. A number of these exercises are available at the CALIS web site: <http://usc.glo.org/calis/db/>.

References

- Baylis, John and S. Smith, eds. 2005. *The Globalization of World Politics*. New York: Oxford University Press.
- Bonwell, C, and J. Eison. 1991. "Active Learning: Creating Excitement in the Classroom." www.ntlf.com/html/lib/bib191-9dig.htm.
- Burch, Kurt. 2000. "A Primer on Problem-Based Courses." *International Studies Perspectives* 1: 31–44.
- Fisher, Simon, and David Hicks. 1985. *World Studies 8–13: A Teacher's*

- Handbook*. London: Oliver and Boyd.
- Golich, Vicki. 2000. "The ABCs of Case Teaching." *International Studies Perspectives* 1: 11–29.
- Golich, Vicki, and Steven Lamy. Forthcoming. *International Relations in the 21st Century*. Boston: McGraw-Hill.
- Gouinlock, James, ed. 1994. *The Moral Writings of John Dewey*. Amherst, NY: Prometheus Books.
- Held, David, and A. McGrew, eds. 2003. *The Global Transformation Reader*. London: Polity Press.
- Hickman, L., and M. Alexander, eds. 1998. *The Essential Dewey*. Bloomington: Indiana University Press.
- Lamy, Steven. 1991. "Are Educators Ready for the New World Order?" Presented at the Near East/South Asia Council of Overseas Schools Administrators' Conference, Kuala Lumpur, Malaysia.
- Lantis, J., L. Kuzma, and J. Boehrer, eds. 2000. *The New International Studies Classroom: Active Teaching, Active Learning*. Boulder, CO: Lynne Rienner Publishers.
- Light, Richard. 2001. *Making the Most of College: Students Speak Their Minds*. Cambridge, MA: Harvard University Press.
- Lynn, Laurence. 1998. *Teaching and Learning with Cases*. Chappaqua, NY: Seven Bridges Press.
- Mann, Michael. 1986. *The Sources of Social Power, Volume I: A History of Power from the Beginning to 1760 AD*. New York: Cambridge University Press.

Global Videoconferencing as a Tool for Internationalizing Our Classrooms

—**Pamela L. Martin**,
Coastal Carolina University

We are sitting in Myrtle Beach, South Carolina, and they are sitting in Cumbayá, Ecuador, and we are discussing the inequalities of globalization. In Quito, over 150,000 people are protesting in front of the Presidential Palace with signs reading, "*Basta con la dictadura!*" (Enough with the dictatorship!), furious over then-President Lucio Gutierrez's controversial dismissal of the country's Supreme Court. Meanwhile, back in Myrtle Beach, we're witnessing events live through video footage my students

shot while in Quito participating in the protests. Political demonstrations like this are common in the less developed world, but they seldom translate this vividly into a globalization classroom. At Coastal Carolina University and La Universidad San Francisco de Quito, however, images like this and conversations about such dramatic daily events are made possible by a videoconference link between the two universities that facilitates a semester-long class on globalization.¹

Douglas McGray (2006) notes that new immigrants to the U.S. are more likely to settle in suburbs than cities. This is a significant finding from the census data for places like Myrtle Beach, South Carolina, which has experienced high immigrant population growth in the past 10 years. It means that even places on the coast of South Carolina, not immediately thought of as particularly cosmopolitan, are touched by global migration and its associated issues.

Unlike the traditional classroom in which internalized thoughts and ideas may transform a student, the videoconference environment creates a "place," not just a "space," for learning about globalization and the international system.² To that extent then, students, via the nature of the embedded experience, will likely experience personal impacts from the learning environment. These impacts in the form of empathy, defined as the level of understanding of other countries, peoples, and cultures, are also analyzed in the survey data presented later in this paper.

What's New?

While small- and medium-sized videoconference classes may have no direct consequence on policy outcomes, they do facilitate the exchange of knowledge within learning (or, epistemic) communities and the development, transferal, and/or realignment of norms, views, and values. This process is a small cog in the wheel of a larger global civil society. Given the lowering of barriers to technology and the over 100 million students in higher education programs around the world (a 40% increase in the five years from 1999 to 2004), the growth of global learning communities is inevitable.³ Furthermore, much of the demand for higher education will come from the lesser developed world. Global videoconferencing may not just be a means of collaboration across borders, but a planetary necessity to prepare students for a global knowledge economy.

The ability for a lesser developed country, such as Ecuador, to form global learning communities with other institu-

tions in the U.S., Mexico, and Chile creates a component of education and civil society. While academic exchanges have been prevalent among elites in lesser developed countries for decades, such mass communication creates a great educational equalizer for its future generations. Thus, learning will not be defined solely by national and state governed requirements, but also by networks and ideas from a myriad of planetary cultures and peoples.

Assessing the Findings⁴

The majority of outside class communication (notes, email, and discussion/chat conversations) was conducted through WebCT software. Through an open-ended question (n=19) on how effective this tool was for their learning and communication, 18 students replied that WebCT was a positive and effective tool for the course. Fifty percent of the respondents noted that the positive features of WebCT were related to the chat line, discussion board, and email communication features.

With regard to the videoconference environment and technology, 17 of 18 students responded that they thought it facilitated an exchange of ideas and 14 rated their enthusiasm for a course with such technology as high. In an open-ended question about the effectiveness of videoconferencing, all but one student rated the technology as an effective means of teaching and learning. Reasons for effectiveness included, "increased interest in the class," "two classes from two different parts of the world interacting for true globalization to be discussed," "it is nice to get a different perspective than the American one," and "it brings people together who might not otherwise be able to learn and communicate together." In terms of impact on learning, all students noted that the "exchange of other peoples' opinions" and a "diverse class" were their most significant factors.

During the fall 2004, the instructor compared two Introduction to World Politics courses: one taught exclusively online with WebCT software with only Coastal Carolina University students (n=29), and one taught via videoconference between Coastal Carolina University and La Universidad San Francisco de Quito (n=31). In addition to evaluating teaching and learning effectiveness, this survey also measured any changes in student understanding of other countries, peoples, and cultures, and their increase or decrease in knowledge of world events.

With regard specifically to videoconference technology and whether it facilitated an exchange of ideas, 29 of 31 students

responded that it had. When asked about their level of enthusiasm for the course, only 24% of online students (n=29) responded with a high level of enthusiasm, whereas 38% of videoconference students (n=31) responded with a high level of enthusiasm. Nine percent of videoconference students responded with low levels of enthusiasm for the course, as compared with nearly 14% of the online students. Average levels of enthusiasm were higher for online students (68%) and lower for videoconference students (52%). Clearly, course design and other intervening variables may account for differences in enthusiasm for the course.

In response to an open-ended question about the effectiveness of videoconferencing technology, 26 positive responses were noted, as were five negative responses. The majority of positive responses noted "connection to another country," "views from other areas besides that of the teacher," and "different views from other countries." One student also noted "experiencing a different kind of learning and a different environment."

Students responded to an open-ended question about the impacts on their learning within the class as a result of a global videoconference. Again, there were 26 positive responses all related to an exchange of ideas and cultures and five negative experiences. In comparison with 86% of online students (n=29), 94% of videoconference students (n=31) responded that the course increased their understanding of other countries, peoples, and cultures.

Videoconference Creating the Global Graduate

Global issues are coupled with rapid technological advances in the case of the videoconference environment. We should also consider that the average U.S. college student today spends over 3.5 hours per day on multiple digital media, which far exceeds the 39 minutes per day that they spend reading (Oblinger and Oblinger 2005). While clearly nothing replaces the benefits of going on exchange for students and faculty, global videoconference is one tool to enhance the everyday classroom, particularly for students of global and international studies.

Students are bombarded through television, pod casts, and the Internet with issues that transcend their campuses and their states. In International Relations and Political Science, we have the tools to help our students not only navigate the muddled waters of international and global affairs, but to also create a sense

of civic-mindedness that extends beyond their campus and country to the global level. Global videoconference embeds both the instructor and the student in the process of globalization, highlighting all of our roles as global citizens in an ever-changing world landscape.

Notes

1. This connection is free and is provided by an internet protocol (IP) connection. Similar to a phone number, each school can dial the other's IP address and connect in real time with television-quality images.

2. This paper analyzes three years of class surveys, including one year that compared the results of the same class taught online with only Coastal students and one via videoconference between South Carolina and Ecuador, to shed light on theories of globalization and transnational networks taught in our classes every semester. These surveys were distributed confidentially through WebCT software to students outside of class time.

3. The number of mobile students worldwide, meaning those who study outside of their home countries, increased by 41% in the same five-year time period, signaling a major growth in global higher education. (www.uis.unesco.org/ev_en.php?ID=6513_201&ID2=DO_TOPIC)

4. The spring 2004 Globalization class was composed of 18 students, nine from each campus. All students, with the exception of one, were either Political Science or International Relations majors. Although the teacher was bilingual, none of the students at Coastal spoke Spanish. Therefore, all class communication was conducted in English.

References

- McGray, Douglas. 2006. "Lost in America." *Foreign Policy* 154 (1): 40-8.
- Oblinger, Diana, and James Oblinger. 2005. "Is It Age or IT: First Steps toward Understanding the Net Generation." <www.educause.edu/IsItAgeorIT%3AFirstStepsTowardUnderstandingtheNetGeneration/6058>.

Global APSA: An Institutional Perspective

Christine Ingebritsen,
University of Washington

As the University of Washington prepared for the arrival of Dr. Paul Farmer, a global health doctor and the subject of the campus common book, *Mountains Beyond Mountains* (New York: Random House, 2003), a team of faculty, administrators, and community leaders

promoted ideas of global citizenship both on and off the territorial boundaries of the campus.¹ The book, selected for its resonance with issues of general interest to the campus (interdisciplinary approaches, student engagement, a new global health initiative, the power of ideas, the role of entrepreneurship, and the capacity for non-state actors in world politics to shape agendas), had acquired a following more like a social movement than an administrative initiative. Coffee shops adjoining the campus featured copies of the book, and honors students coordinated and invited faculty members to come to evening discussion sessions. As University of Washington Professor Jonathan Mayer commented, "I have seen this book change careers and change lives."²

Five years following the events of September 11th, the University of North Carolina, Chapel Hill popularized the assigning of a common reading to a large undergraduate population. However, as their campus discovered, discussing contentious issues without fragmenting the campus community can be difficult. Even popular non-fiction books can draw controversy, yet this can be accommodated by assigning a critical reader to accompany the volume, and encouraging student discussions in peer-led reading groups such as FIGs (Freshman Interest Groups) and TRIGs (Transfer Interest Groups).

As the sustainability movement celebrates the 20th anniversary of *Our Common Future*, many campuses will bring together scholars, political leaders, and scientists to discuss the implementation of a global agenda, a discussion initiated by the UN Commission on the environment. Gro Harlem Brundtland's leadership and the committee's work led to the institutionalization of the norm of "sustainable development." Elizabeth Kolbert's *Field Notes from a Catastrophe* (US: Bloomsbury, 2006) provides vignettes documenting how different sites experience climatic change. Assigning the book as a common reading is a promising way to engage a campus-wide conversation around the issue(s) of global warming and climate change; such an assignment is also appropriate for all institutions interested in engaging in a multidisciplinary discussion on how to manage the commons.

Such projects force universities to re-examine their curricula. How and why do institutions of higher education pursue a global agenda? What are the possibilities for other campus communities? Whether "globalization" or "globalism" is new, or old, increasing or decreasing, it has become a part of the institutional agenda of higher education. The pursuit of global studies, incentives provided for faculty to

develop global courses, and the development of technologies suitable for global learning change the way we engage with our students and redefine the boundaries of the classroom.

Students who have participated in global study often chart a course inspired by their learning. University of Washington student Suzanne Jeneby traveled to Kenya on the Mary Gates Endowment Scholarship program and has since founded the East African Center, whose goal is to educate and provide health care to a remote village community. Participants on the University of Washington's Guatemala program, coordinated by an area studies specialist on the faculty, return to the same village year after year to build upon the civic engagement efforts of previous programs. Our global learning has become more than a visit to a site, but a place for active participation. With proper preparation, and a dedicated group of faculty, these efforts are tremendously rewarding for the institution, the individual faculty, and the students.

Although the ways to deliver global education have expanded (including distance learning and e-conference options), many obstacles remain. The perception of costs, credit transfer, and capacity to retain local housing arrangements during a global program are non-tariff barriers to student participation in a vast array of faculty-led, university coordinated study abroad experiences. Shorter visits, with fewer administrative requirements, ease access to global education and permit acquisition of some of the benefits afforded by a lengthier stay. Faculty willingly take on the added burden of coordinating these trips because of the access to familiar sites and the opportunity to have their expenses covered while hosting and introducing a group of students to global learning opportunities. However, among the hundreds of faculty employed at the University of Washington, only a handful undertake the steps required to participate in a study abroad program. And a relatively small percentage of the total student population engages in global study, even though the opportunities have expanded. Only one major in the largest undergraduate college requires global study, even in a so-called age of globalization.

What do students learn on their study abroad experiences? Many institutions have yet to query students about their experience(s). The typical exit survey poses questions about the nature of accommodations, or how well the study abroad office did in coordinating their trip, but fails to incorporate, "What did you learn while studying on this program?" Steps are underway at the University of Wash-

ington to develop a greater perspective on how students become engaged and learn while away from campus.

Political science is well-positioned to play a leading role as campus leaders develop global programs, provide incentives for global classrooms, and direct university resources to meet global priorities. One emerging best practice is collaboration between universities. Part of the University of Washington's agreement with a Norwegian university partner includes student and faculty access to a Norwegian Center in Athens. Norwegian students and faculty, in turn, obtain access to the University of Washington's Center in Rome. This kind of reciprocity, more typical of global trade agreements than institutional partnerships, facilitates enhanced capacity for institutions to maintain and expand global education.

Notes

1. I chaired the committee to select the first common book for the University of Washington as acting dean of undergraduate education, 2005–2006.

2. Interview with Professor Jonathan Mayer, University of Washington, 2006.

Appendix 1: Learning Objectives and Resources for Internationalizing Undergraduate Curriculum in Political Science

The authors of the previous papers offer the following learning objectives for internationalized curriculum specific to their sub-fields.

1. To understand the development of Western ideals, such as secularism, liberty, and equality, and their application in various Western contexts in the historical development of political systems, and contrast to the development of alternative, Western, and non-Western political ideals and systems.
2. To comprehend the relationship between political culture and the development of political institutions and how that relationship has impacted the growth of unique political systems in Western and non-Western contexts.
3. To understand the role of informal and formal actors in American public policymaking, and how the set of actors, processes, and institutions in the U.S. differ from public policymaking in other nations.
4. To understand the role of race, ethnicity, gender, religion, disability, sexual orientation, age, class, caste, culture, and nation in the U.S. and Western political contexts more broadly, and how the politics of difference itself differs in Western and non-Western nations.
5. To understand the various theories that inform how the international system functions and should be organized, and the relationship between theories of international systems and practice.

Additionally, APSA's Task Force on Internationalizing the Curriculum has identified the following set of goals and outcomes for framing an internationalized undergraduate education:

<p>Goal 1: Students will describe the forces of globalization that are shaping our political, economic, social, and cultural policy worlds.</p>	<p>Outcome 2.5: Students will define power and distinguish between various types of power and influence in the global system.</p>	<p>Goal 5: Students will demonstrate that they can use knowledge of past and present conditions to make competent predictions about the future.</p>
<p>Outcome 1.1: Students will describe the various factors that have contributed to the widening, deepening, and velocity of globalization in the international system.</p>	<p>Goal 3: Students will recognize and describe the major Western and non-Western political ideas that have shaped policy debates in domestic and international politics.</p>	<p>Outcome 5.1: Students will identify critical data about global conditions in various policy areas and make predictions about how these same will influence the behavior of states.</p>
<p>Outcome 1.2: Students will identify how globalization has affected governance in the international system.</p>	<p>Outcome 3.1: Students will define and discuss major ideas like liberalism, socialism, realism, and idealism and recognize how these ideas are used to construct worldviews and shape policy outcomes.</p>	<p>Outcome 5.2: Students will distinguish between future scenarios based on verifiable information and those based on subjective or polemical information.</p>
<p>Outcome 1.3: Students will identify ways that globalization has affected sovereignty and the ability of states to provide for the basic needs of its citizens.</p>	<p>Outcome 3.2: Students will identify how political views are shaped by economic and cultural factors.</p>	<p>Outcome 5.3: Students will recognize and interpret how decision-makers use history (analogical reasoning) and historical cases to shape their policy choices.</p>
<p>Goal 2: Students will describe key political institutions that govern domestically and internationally.</p>	<p>Goal 4: Students will explain why individuals and states behave the way they do in the international system.</p>	<p>Goal 6: Students will determine and list a number of policy prescriptions that can be used to respond to domestic and international policy challenges.</p>
<p>Outcome 2.1: Students will study the cartography of human affairs and identify key economic, political, social, and cultural indicators.</p>	<p>Outcome 4.1: Students will differentiate between individual, national, international, and global factors and explain how they shape the behavior of actors in the international system.</p>	<p>Outcome 6.1: Students will evaluate competing prescriptions or policy options and make a choice based on an assessment of cost and consequences.</p>
<p>Outcome 2.2: Students will point out the differences and similarities between economic and political systems operating in the international system.</p>	<p>Outcome 4.2: Students will formulate hypotheses to explain the behavior of states and identify sources of data to confirm or reject those hypotheses.</p>	<p>Outcome 6.2: Students will distinguish between various means (e.g., cost-benefit analysis or ethical factors) of evaluating the success and failure of policy prescriptions.</p>
<p>Outcome 2.3: Students will describe the nature of global civil society and discuss how NGOs shape the policy processes domestically and globally.</p>	<p>Outcome 4.3: Students will recognize how history and culture shape decision-making in domestic and international systems.</p>	<p>Goal 7: Students will identify and list a number of ways they might be able to participate in the political process.</p>
<p>Outcome 2.4: Students will understand how states organize and create international regimes to govern.</p>		

Appendix 2: Web Resources

- Global Voices (globalvoicesonline.org)
Tracks the blogosphere worldwide. It has postings regularly from political activists in every imaginable country.
- Phi Delta Kappan: International Studies Resource Guide (www.pdkintl.org/kappan/k_v86/k0411ka3.htm)
This guide offers an extensive list of web sites that offer a variety of resources for international education, including classroom materials, professional development opportunities for educators, and international programs for students.
- Latin American Network Information Center (<http://lanic.utexas.edu>)
Developed by the Lozano Long Institute of Latin American Studies (LLILAS) at the University of Texas at Austin, offers extensive links to resources on Latin America.
- Globalization 101, CSIS & Niarchos Foundation (www.globalization101.org)
Dedicated to providing students with information and learning opportunities on globalization. The site, managed by the Center for Strategic and International Studies (CSIS), serves as an informative and engaging space for those interested in learning more about changes in the international economy. The site also provides information on videoconferencing.
- Council on Islamic Education (CIE) (www.cie.org)
CIE is an academic organization that works on an institutional level with education officials, universities, policymaking and advisory bodies, scholars, teachers, professional groups, and other organizations.
- Asia in the Curriculum (www.asiainthecurriculum.org)
A discussion board of the Symposium on Asia in the Curriculum, a group of undergraduate and secondary school educators who teach about Asia. The forum contains general news and announcements, information about study tours and exchange programs, links to other organizations, and ideas for classroom activities and readings.
- African Studies Center at Boston University (www.bu.edu/af-rica)
Founded in 1953, the African Studies Center at Boston University (ASC) now moves into its 52nd year with a well-earned reputation for excellence in teaching, research, publications, African language instruction, and public outreach.
- Asia Society-Ask Asia (www.askasia.org)
Part of a larger initiative, directed by Asia Society, called Asia and International Studies in the Schools, an educational web site for students and teachers covering some 30 countries that comprise Asia today, and features materials that stem from early civilizations to current events.
- The American Forum for Global Education (<http://globaled.org>)
The American Forum develops classroom resources, publishes reports on issues in international education, and organizes study tours and exchange programs for students and teachers. This site features free downloadable classroom materials.
- The Center for Active Learning in International Studies (CALIS) (usc.edu/dept/LAS/ir/calis)
CALIS has developed a fully integrated set of programs and materials aimed to empower students from the secondary level through graduate studies, and provide the skills and knowledge in international relations and international studies that are necessary to civic participation in the global context. CALIS also prioritizes making their programs and materials available to the discipline at large.
- The Center for the Study of Global Change (www.indiana.edu/~global)
The Center for the Study of Global Change at Indiana University makes a systematic and sustained effort to infuse undergraduate and graduate teaching, research, and outreach across the disciplines and world regions, with an international perspective.
- The Globalist (<http://theglobalist.com>)
Works with international partners to develop understanding across cultural boundaries. The primary audiences of concern for their Global Education Initiative are high-school students, college students, radio listeners, and newspaper readers. By working with project partners around the world, their Global Education Initiative seeks to promote true global understanding between different cultures.

On Videoconferencing

- The United States Distance Learning Association (www.usdla.org)
An excellent source for distance education and videoconference materials.
- The Global Nomads Group (www.gng.org)
A nongovernmental organization that provides global videoconference links.
- Global-Leap (www.globaleap.org)
Another nongovernmental organization that provides global videoconference links.
- The United Nations
Videoconferences for free with schools via an ISDN connection. To arrange such a connection, e-mail Swati Dave at unitg@un.org.
- Center for Interactive Learning and Collaboration (www.cilc.org)
Provides training and technological consulting for videoconferencing and educational strategies for its use.
- Polycom (www.polycom.com/education)
A videoconference technology company that provides excellent data on videoconferencing, as well as assistance in grant writing for the implementation of videoconferencing in the classroom.