

## Notes from the Chair

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The 2008-2009 academic year has witnessed two major events in the life of the Political Science Education section—the long-awaited book, *Assessment in Political Science*, was finally released in February of 2009, and we have been finally approved by APSA to wrap our peer-reviewed journal, the *Journal of Political Science Education*, into our membership dues.

The assessment book is an edited volume contributed by members of this section who have been presenting and publishing on issues of political science assessment. It has already sold over 300 copies and has contributed to the groundswell of support towards APSA addressing assessment in a more direct and systematic fashion. Kerstin Hamann, a section member who chairs the Teaching and Learning Committee, has encouraged APSA to endorse a statement on assessment; it was recently sent out for review from the association's membership. This section has contributed to that debate through our responses to the memo. If you are interested in reading the section's formal response, please email me at the address noted above and I will send you a copy.

In the April 2009 APSA Board Meeting, the association endorsed our September 2008 vote to include the journal in membership dues. This will be effective in January 2010 with the release of the new volume of the journal. After that date, when you renew your membership in the section, you will receive a subscription to the journal. We will be working out the details for those of you whose current subscription may overlap with your membership year.

The conference in Toronto promises to be an exciting one for those of us engaged in issues of teaching and learning, although the fiscal cutbacks at many of our institutions may result in lower turnout than usual. This year, PSE section members are involved in the conference leadership of both the section (Johnny Goldfinger) and the Teaching and Learning division (Vicki Golich). As you can tell from the attached panel listings, they have collaborated wonderfully with each other and with other sections, resulting in more panels on teaching than we have been able to have in the recent past. Remember your attendance guarantees more panels at the next conference.

This newsletter also announces the 2009 winner of the McGraw Hill Civic Engagement Award and the author of the 2008 Best Paper award (supported by The Washington Center for Internships and Academic Seminars) from the last APSA conference. Be sure to come to the business meeting on Saturday to see the formal awards.

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As a mark of the continual increase in importance of teaching at the conference, we have three short courses sponsored by the section and two working groups. Please take advantage of these opportunities to get to know one another and have those wonderful conversations surrounding teaching and learning inherent to our work.

While we have not been able to find a sponsor for our reception this year in Toronto (McGraw Hill has withdrawn their support), I will be in contact with everyone regarding a local place for us to gather after the business meeting. Support is already being secured for the 2010 reception.

Finally, the call for the 2010 Teaching and Learning Conference is included in the newsletter—to keep this conference going we need to demonstrate support for it. Please consider attending as either a presenter or a moderator. We believe you will find it worth your while.

Enjoy the newsletter, and I hope it helps in your conference planning. I have enjoyed serving as your chair and hope to see you in Toronto. **PSE**

## The Turbulent Sixties: A Reassessment

Anne J. Aby (retired) • Minnesota West Community and Technical College • [anne.j.abby@gmail.com](mailto:anne.j.abby@gmail.com)

*Editor's Note: This essay was written in 2007 for a presentation on the teaching of the modern Civil Rights Movement. Professor Aby finished her final semester of teaching this past spring.*

I have been a community college teacher for over 30 years, from days of mimeograph to xerox, from 16mm film to DVD. I am basically the lone member of two departments (History and Political Science) and teach nine different courses each year. My campus of Minnesota West Community and Technical College is located on the wind-swept prairie at Worthington, a community of about 12,000 people about 180 miles southwest of Minneapolis and St. Paul and about 65 miles east of Sioux Falls, South Dakota, on Interstate 90. The local area has been dramatically changed by waves of immigration in the last 20 years. About 30 percent of the population, which was once mostly Scandinavian and German, is now newly arrived immigrants from Southeast Asia, Africa, Mexico and Central America who have found jobs at the local meat-packing plant, Swift and Company. "Diversity" is not an abstract concept in southwestern Minnesota. Worthington's Swift plant was one of the six sites of the Immigration and Customs Enforcement (ICE) raids [in December 2006]. The community is still dealing with the aftermath. Our students also reflect this new diversity, although not as markedly as students in the local K-12 school system. Our curriculum now offers such courses as Survival Spanish for Nurses, and we have a Director of Cultural Diversity.

For about 12 years I have team-taught a spring semester course, *Humanities 2121: The Turbulent Sixties*, with a colleague from the English Department. The course is taught face-to-face as opposed to online or over interactive television. The four-credit course translates into two two-hour sessions each week. This has made possible showing and discussing films. *The Turbulent Sixties* has been a popular course often filled to its maximum enrollment of 40 students (at least until the first paper is due).

After introducing the course and the 1960s through discussion of the 1950s (seeds of the sixties), surveying changes in sports, and looking at old high school and college yearbooks (noting the black and white posed pictures, "clubs that no longer exist," and clothing changes in classrooms and in sports) the course is divided into four units. The course is taught topically: "The Civil Rights Movement"; "The Cold War and Space Race"; "Student Protest, the Women's Movement and the Counterculture"; and "The Vietnam War."

Beginning with the Civil Rights Movement has been a good decision. Not only is the class studying the topic during February, Black History Month, but the Movement serves as a recurring theme throughout the rest of the course. For example, Civil

Rights relates to the Cold War (as I first realized through the work of Renee Romano). Then in the unit dealing with student protest and the women's movement, students find many of the leaders were veterans of Freedom Summer. In the final section focusing on the Vietnam War, Martin Luther King Jr.'s powerful speech at New York's Riverside Church in April of 1967 completes the interrelatedness of the first theme with the final part of the course.

Teaching in the 21st century presents many new challenges as well as opportunities for the teacher. Technology obviously has drastically changed methods of teaching, format, delivery, and assessment. While professors understand how their courses have been modified or reconstituted and hopefully enhanced, they might not be as aware of how their students have changed. In May 2007, I attended the Fourth Annual Teaching Professor Conference in Atlanta, Georgia. About 700 faculty from institutions across the country attended sessions like "Classroom Island... Outthink, Outplan, Outlast," or "No More Excuses: a Stress-free Method for Managing Students" or "Do We Need to Buy the Book for this Class?" I cannot picture the professors I had at a top liberal arts college 40 years ago feeling these were appropriate topics worthy of a professional academic conference. Today's students have been variously described as Generation Next or Generation Y or the millennials, definitely technologically savvy but often manifesting a strong sense of entitlement.

Teaching *The Turbulent Sixties* presents five additional challenges described below:

1. The "sixties" no longer represents a readily identifiable lightning rod for today's students. While my generation may still be debating various divisive issues of the 1960s in their future retirement communities, students today do not carry this "baggage." My colleague and I have had some students who seemed to arrive the first day with no preconceptions of possible curriculum; they basically enrolled to satisfy the four-credit humanities general education requirement. It seemed we could have told them we would be studying the 1760s or the 1860s and no one might have been upset.
2. Specific issues of the 1960s are now assumed by students to have been resolved by intervening years and/or legislation; for example poverty, de facto segregation, women's issues may no longer seem as "burning" in spite of visuals produced by Hurricane Katrina or recent Supreme Court rulings.
3. Some aspects of the 1960s have been unconsciously redefined by 21st-century developments. For example, our students consider George W. Bush's service in the National

Guard during the Vietnam War equal to their friends' tours with the National Guard in Iraq; many of our students joined the Guard to become "weekend warriors" and pay for their college education.

4. Forty years ago represents several lifetimes or generations ago. We have had students state they realized after hearing a particular speaker that they probably knew other people who had "been alive" during the 1960s. Recent trials involving murderers of civil rights workers killed 40 years ago have led some students to question whether punishing such "old people" is really necessary.
5. To paraphrase a passage in the Gospel of St. Luke, "the mote in your brother's eye versus the beam in your own," is also a recurring phenomenon. In their discussion and writing, students often note how racist many white southerners were during the Civil Rights Movement, but don't necessarily relate that observation to interactions in Worthington as newly arrived immigrants attempt to settle in the community in increasing numbers. Local tensions are not always perceived as part of an ongoing struggle for civil rights, even as the 2006 ICE raid separated families and in some cases sent one or both parents back to Mexico, Guatemala or Honduras, leaving U.S.-born children behind. As recently as the 2007 annual Worthington King Turkey Day weekend, new tensions developed. Worthington police shut down a festival celebrating Hispanic Heritage Month in a city park because of neighbors' complaints of "loud music" shortly after the festivities began in the afternoon. The shutdown impacted about 600 local Hispanic residents who had gathered for the event. While all the necessary permits supposedly had been obtained, the city and festival planners remained at an angry impasse for a long time concerning broken promises, cancelled band contracts and differing perceptions of the complaints as racism or reaction to amplified music.

We have attempted to deal with some of the above by using the following strategies:

1. When possible, we have used books written by people who were about the age of our students. Anne Moody's *Coming of Age in Mississippi* is required reading during Unit One. Students later read James Kunen's *The Strawberry Statement*, and Worthington native Tim O'Brien's *The Things They Carried*.
2. We show many films, both documentaries and Hollywood productions, to show the flavor of the decade.
3. We utilize class discussions, hoping to promote the understanding that movements are possible through the efforts of many people (Dittmer's *Local People*), not just a handful of leaders.

4. We incorporate much music—freedom songs, Bob Dylan songs, and a broad range of 1960s music.
5. Finally, we have been honored by having had many actual veterans of the Civil Rights Movement visit our class, such as Hollis Watkins, Leslie McLemore, L.C. Dorsey, Chuck McDew and the Reverend Billy Kyles from Memphis. These personal testimonies have probably done the most to make the 1960s and the Movement come alive for our students.

## References

- Dittmer, John. *Local People: The Struggle for Civil Rights in Mississippi*. Chicago: University of Illinois Press, 1995.
- Kunen, James. *The Strawberry Statement*. St. James, New York: Brandywine, 1973.
- Moody, Anne. *Coming of Age in Mississippi*. New York: Dell, 1968.
- O'Brien, Tim. *The Things They Carried*. New York: Broadway, 1990.
- Romano, Renee. "No Diplomatic Immunity: African Diplomats, the State Department, and Civil Rights, 1961-64." *Journal of American History*, 87:2 (September 2000): 546-579.

## Notables

**Elizabeth A. Bennion**, Indiana University South Bend, was awarded a 2009 Trustees' Teaching Award. This cash award is based on a sustained record of teaching excellence and is awarded to no more than seven percent of the faculty on each of Indiana University's eight campuses. This marks the sixth time Bennion's colleagues have selected her for this honor. She can be contacted at [ebennion@iusb.edu](mailto:ebennion@iusb.edu).

**Ruth M. Ediger**, Associate Professor of Political Science and Geography at Seattle Pacific University was recently awarded tenure. Be sure to congratulate her at [ediger@spu.edu](mailto:ediger@spu.edu).

Two members of the Winthrop University Political Science department have been named Fulbright Scholars for the 2009-2010 Academic Year. Drs. **Scott Huffmon** and **Karen Kedrowski**, both active in APSA Teaching and Learning efforts, will be heading to the University of Debrecen, in Debrecen, Hungary, and McGill University in Montreal, Quebec, respectively. Huffmon will be teaching courses in US politics during Fall 2009. Kedrowski will be conducting research on Canadian women's health movements in Spring 2010.

**Lanethea Mathews-Gardner**, Assistant Professor, Department of Political Science, at Muhlenberg College was awarded promotion and tenure. Be sure to congratulate her at [mathews@muhlenberg.edu](mailto:mathews@muhlenberg.edu).

## Get Your Student Learning Survey Approved by the Institutional Review Board: Three Simple Steps

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**1. Make it optional.** Institutional review boards get very nervous if subjects are “coerced” into participation using course credit or requirements. Make it clear, through the verbal script introducing the surveys and the study information provided to students, that participation is optional. Also specify that no reward or penalty is attached to participation in a particular survey. If “enrichment” points (regular or extra credit) are provided for participation in SoTL research, this must be explained in the syllabus. A specific learning outcome for requiring such participation should be included in your course syllabus, and students should be given a choice among several different survey/research options. Alternate ways of earning the same credit should also be provided to students. These alternatives should not be designed to punish students for not participating in the research study. In other words, they cannot be significantly more difficult and time consuming than participating in the SoTL project. Having a colleague administer the survey will further reduce the chance that students feel compelled to complete the survey. In order to maximize participation rates, surveys can be completed during class time (if limited to no more than 15 minutes per survey).

**2. Make it anonymous.** Do not ask subjects to write their names on their surveys. You are looking for information about students in the aggregate, not about specific individuals. Basic demographic information may be collected, especially if it will not allow you to identify specific subjects. If a panel design is used in which pre-tests and post-tests need to be paired for each individual subject, have subjects use code words (i.e. name of first street plus name of first pet). These code words may have prompts that insure students do not forget them, but these prompts should not allow you (or others) to identify individual subjects.

**3. Make it irrelevant to course grades.** Even when an assignment is optional, students may worry that you will consider their participation in your evaluation of their performance in the course. Leaving names off completed surveys and having a colleague administer the survey (in your absence) will help to reassure students that their participation or non-participation will not affect their course grades. To further reassure students and the IRB, make it clear that you will not see the surveys until after final grades have been submitted to the registrar. Unless you need to view results earlier (to pursue a stated research or teaching objective), delay your viewing of the completed surveys. This will also minimize the likelihood of students telling you what you want to hear. After all, there could be a general concern that an instructor will become upset with an entire class if responses are disappointing or counter to expectations. Consider having a secretary or peer store the completed surveys in a locked drawer until after you have submitted final course grades.

Follow these three simple rules and provide the IRB with copies of all surveys and scripts used to introduce the surveys. Also design a clearly worded consent form highlighting the study’s purpose, procedures, risks, benefits, and built-in safeguards to protect confidentiality.

That’s it! You are on your way to having your survey approved by your institutional review board. The process is not effortless, but the reward is great. You now have the freedom to present and publish your SoTL research findings in ways that benefit yourself, future students, and other educators who can learn from your experiences. **PSE**

*Elizabeth A. Bennion teaches American politics at Indiana University South Bend. Her research interests include voting behavior, civic engagement and the scholarship of teaching and learning. She is a PSE section member who enjoys reading the Political Science Educator and the Journal of Political Science Education.*

## McGraw-Hill Award for Scholarship and Teaching on Civic Engagement in Political Science

The McGraw-Hill Award for Scholarship and Teaching on Civic Engagement in Political Science recognizes political scientists who advance civic engagement through the study of engagement and participation. The 2009 Award Committee is pleased to announce the winner of this year’s award is **Daniel Shea**, founder and director of Allegheny College’s Center for Political Participation. Professor Shea has inspired a generation of scholars on civic engagement. The recipient of Pew grants to enhance civic engagement, Shea has particularly succeeded in integrating the scholarship of civic engagement with its practical application in the classroom. Thus, he has made significant contributions to both the scholarship and pedagogy of civic engagement, as well as encouraged its application. This award will be formally awarded at the section’s business meeting at the APSA conference in Toronto.

Thanks goes to the committee: Chair, Brigid Harrison (Montclair State University), Bruce Caswell (Rowan University), Quentin Kidd (Christopher Newport University), Nancy S. Lind (Illinois State University), Lanethea Mathews-Gardner (Muhlenberg University), Alison Millett McCartney (Towson University), and J. Cherie Strachan (Central Michigan University). **PSE**

## The Washington Center Begins Construction on \$38 Million Student Residential Facility

### Over 1200 Students Annually Will Make D.C. Home during Prestigious Intern Program

The Washington Center (TWC) recently announced the construction of a 140,000-square-foot, 95-unit residential housing facility located at the north end of Capitol Hill. The building will place students within walking distance of the center of American politics. When complete, the facility will serve as a centralized mini-campus for students participating in TWC programs. Slated for occupancy in August 2010, this multi-year project underscores TWC's commitment to deliver a complete internship experience for its students.

"Our vision is to build a housing facility that gives our students both a modern and convenient shared living experience to grow and learn with people from varied backgrounds and interests," said Mike Smith, TWC president. "We are in a unique place in our organization's history to expand our infrastructure dramatically by building a multi-functional housing facility in the heart of Washington, D.C." TWC brings students from across the country and around the world to Washington for the chance to test-drive their careers and learn applied skills through TWC's internship program.

"By living together during their internship, students can build long-lasting relationships and begin to create a network of peers to share their career and life experiences," said Chief Operating Officer Jennifer Clinton. "One of the great benefits of participating in TWC programs is the access to students, alumni and public and private institutions. This housing project will help to further expand that network."

"Its centralized location enables students to take in all that Washington has to offer and truly provides a metropolitan experience," added Clinton. The 345-bed facility will house 80 percent of TWC's students each semester and will include community space in the lower level that will provide opportunities for students to get together to study, work on team projects and socialize. Each student residence will be fully functional, with a kitchen, washer/dryer and high-speed internet access.

In effort to create an environmentally-friendly facility, TWC is installing appropriate kitchen, bathroom, lighting, and air conditioning designs in an effort to create a sustainable facility. Additional benefits include access to four Metro rail stations, the Verizon Center, downtown museums, and art galleries.

For more information on The Washington Center, visit [www.twc.edu](http://www.twc.edu) or contact Eugene J. Alpert, Senior Vice President: Gene. Alpert@twc.edu or by phone at 202.238.7984.

## Award for 2008 Best Paper on Political Science Education Presented at the 2009 APSA Annual Meeting

The 2008 Best Paper Award will be made to Shannon Jenkins from the University of Massachusetts, Dartmouth, for her paper, "The Impact of In-Class Service-learning on Cognitive and Affective Learning Outcomes." The award is sponsored by The Washington Center for Internships and Academic Seminars and will be presented at the 2009 APSA Annual Meeting in Toronto.

The 2009 award committee found that the Jenkins paper did a nice job of making her classroom an object of scholarly inquiry. Using an interesting and innovative pedagogical method (service-learning), she investigated the extent to which students exhibited cognitive and affective gains from this method. Jenkins also explored an important question about the limits to which class time could be spent on service projects and still permit the achievement of the other aims for the course. The committee appreciated how her investigation can feed directly into enhanced classroom performance and commend her for this quality work.

## Call for Proposals: 2010 APSA Teaching and Learning Conference

APSA invites proposals for the Seventh Annual APSA Teaching and Learning in Political Science Conference that will take place in Philadelphia, PA from February 5-7th, 2010. Proposal submissions will be accepted online until September 18, 2009. The URL for submissions is:

[http://www.apsanet.org/content\\_18327.cfm](http://www.apsanet.org/content_18327.cfm)

The Teaching and Learning Conference is a unique meeting in which APSA strives to promote greater understanding of cutting-edge approaches, techniques, and methodologies for the political science classroom. The Teaching and Learning Conference provides a forum for scholars to share effective and innovative teaching and learning models and to discuss broad themes and values of political science education.

### Meeting Format

*Themed Tracks:* Using the working group model, all meeting participants attend only one themed track for the duration of the conference.

*Workshops:* In addition to traditional working groups, the conference also features workshops that focus on practical issues related to teaching. In these workshops, participants can interact with political scientists outside of their assigned themed track.

## Working Groups on Political Science Education

An Annual Meeting Working Group consists of a small group of meeting attendees interested in a common topic who agree to attend panels and plenaries aligned with the topic, and to convene during the meeting for discussion. The idea is to simulate a working group conference experience amidst APSA panels. If you are interested in one of the following working groups, go to the following website and register by August 21, 2009.

[http://www.apsanet.org/content\\_27609.cfm?navID=825](http://www.apsanet.org/content_27609.cfm?navID=825)

### Working Group on Civic Engagement and Political Science

This working group will focus on the teaching of political science and civic engagement. Since the publication of *Bowling Alone* by Professor Robert Putnam of Harvard, there has been great concern about the decline of civic participation in the United States. While there has been an increase in volunteerism and service learning and a greater acceptance of experiential education in higher education, empirical evidence indicates that students do not appreciate the value and necessity of political participation. The purpose of this working group is to develop a network of professors interested in fostering student political participation. *Coordinator:* Jeffrey Kraus, Wagner College

### Working Group on eLearning in Political Science

This group will focus on using such technologies as social networking sites, portable wireless devices, blogging, and text messaging as educational tools to stimulate learning in face-to-face classrooms and distance learning environments. The goal of the group is to give political scientists who have used such technologies in the classroom, or are interested in doing so, the opportunity to attend panel presentations together and convene for formal and/or informal dialogue about what has worked in the past. This dialogue ultimately could foster partnerships between colleagues and institutions worldwide, as well as new research opportunities on the potential that such technologies hold. *Coordinator:* Himanee Gupta-Carlson, Tacoma Community College

## Short Courses on Political Science Education

APSA offers courses on the Wednesday prior to the start of the annual meeting. These half- or full-day sessions provide diverse opportunities for professional development and offer attendees the chance to connect with scholars from a range of backgrounds. Locations, registration, and other details are all handled by the organizers themselves. To participate in a short course, you must register prior to the annual meeting. If you have questions about particular short courses, contact the organizer directly. Organizer contact information is detailed in the course description.

### Short Course 6 Library 2.0: Knowledge, Power and Pedagogy in Net Space—Evolving Collaborations and Roles

This free short course explores the opportunities that the exciting, often daunting worlds of networked information create for new, mutually productive relationships between political scientists and information professionals—in the classroom, the office, and the research library. Organized around themes of “students as researchers” and “the promises and pitfalls of online information,” sessions will provide hands-on lab work with core subject resources along with discussions of collaborative approaches to enhancing research efficiency and student learning.

Attendees will be able to:

- Discover and apply new, dynamic librarian-faculty collaborations and methods for engaging students in research.
- Share techniques for discovering and retrieving relevant information from free and subscription-based resources.
- Learn how to use national research competency standards, developed specially for political science by the Association of College & Research Libraries, for assessing programs and courses as well as for designing student research projects.
- Better understand the political economy of information/research and issues such as digital access, authors’ rights, the many faces of Google (Scholar, Books, etc.), copyright, and how they apply to social science research.

Session presenters bring academic credentials and professional experience that bridge traditional boundaries between political science and academic librarianship.

*Co-Sponsors:* Law & Political Science Section  
(Association of College & Research Libraries)  
Government Documents Roundtable  
(American Library Association)  
Political Science Education Section (APSA)

*Contact Person:* Bruce Pencek  
University Libraries  
Virginia Tech  
P.O. Box 90001  
Blacksburg, VA 24062-9001  
bpencek@vt.edu  
(540) 231-2140

*Time:* 1:00 – 5:00 pm

*Location:* University of Toronto Faculty of Information  
Bissell Building  
140 St. George Street  
Toronto, ON, Canada

*Instructors:* John Hernandez, Northwestern University  
Ann Marshall, University of Rochester  
Chris Palazzolo, Emory University  
Bruce Pencek, Virginia Tech

## Short Course 11: Addressing Challenges in Teaching Traditional, Hybrid, and Online American Government Courses

In “Addressing Challenges in Teaching Traditional, Hybrid, and OnLine American Government Courses,” instructors experienced in teaching in a variety of settings will explore the challenges they face in teaching today’s college students in the traditional classroom setting, in OnLine courses, and in courses that combine the two mediums. Along with the attendees, the panelist will explore the “best practices” for reaching a wide variety of students when teaching the introductory American Government course.

**Co-Sponsor:** Political Science Education Organized Section

**Contact Person:** Brigid C. Harrison  
801 East Lexington Court  
Galloway, NJ 08205  
harrisonb@mail.montclair.edu  
(609) 652-5013

**Registration:** No fee

**Time:** 9:30 am – 1:00 pm

**Location:** APSA Annual Meeting site

**Instructors:** Brigid C. Harrison, Montclair State University  
Beatriz Chaslus-Cuartas, El Paso Community College  
Jeff DeWitt, Kennesaw State University  
Wanda Hill, Tarant County Community College  
Robert King, Georgia Perimeter College  
Carlos Rovelo, Tarant County Community College  
Tressa Tabares, American River College  
Adam Stone, Georgia Perimeter College

## Short Course 13: Getting a Job at a Teaching Institution—and Succeeding!

This workshop will walk applicants through the process of applying for a position at a teaching institution. A faculty panel will discuss the ways in which these institutions differ from the universities at which most political scientists complete their graduate degrees. Using vitae and cover letters provided by some of the short course participants, the panelists will make suggestions as to how applicants can improve their self-presentation and thus their employment opportunities. This workshop will also include discussions of the interview, the “job talk,” academic life at liberal arts institutions, the tenure and promotion process, and various strategies for success. Please contact MaryAnne Borrelli (mabor@conncoll.edu) in advance if you are interested in having your materials discussed at the workshop.

**Co-Sponsor:** Political Science Education Section

**Contact Person:** MaryAnne Borrelli  
Connecticut College, Box 5418  
270 Mohegan Avenue  
New London, CT 06320  
mabor@conncoll.edu

**Registration:** \$15 (or membership in the section)  
Checks should be made out to Political Science Education Section and brought to the short course.

**Time:** 1:00 – 5:00 pm

**Location:** APSA Annual Meeting site

**Instructors:** Lynda Barrow, Coe College  
MaryAnne Borrelli, Connecticut College  
Vicki Golich, California State University-San Marcos  
Glen Halva-Neubauer, Furman University  
William Hudson, Providence College  
Fletcher McClellan, Elizabethtown College

## APSA Political Science Education Section, 2008 - 2009 Officers

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## Conference Panels

### 9 TEACHING AND LEARNING IN POLITICAL SCIENCE

#### 9-3 Beautiful Souls and Just Warriors: Gender, the Military, and Pedagogy

*Date:* Friday, Sep 4, 8:00 am  
*Location:* TBA  
*Co-sponsor:* 19-1  
*Chair:* Katherine Brown, King's College London, kbrown.jscsc@defenceacademy.mod.uk  
*Participants:* Kathleen A. Mahoney-Norris, Air Command and Staff College, rrrnorris@charter.net  
 Morten G. Ender, U.S. Military Academy, morten.ender@usma.edu  
 Diane M. Ryan, US Military Academy, Diane.Ryan@usma.edu  
 Judith H. Stiehm, Florida International University, stiehmj@fiu.edu  
*A Canadian perspective:* Jane Errington, Queen's University, errington-j@rmc.ca  
*Discussant:* Michelle D. Deardorff, Jackson State University, michelle.d.deardorff@jsums.edu

### 10 POLITICAL SCIENCE EDUCATION DIVISION

#### 10-1 A New World of Political Science Pedagogy (cross-listed with 9)

*Date:* Thursday, Sep 3, 10:15 am  
*Location:* TBA  
*Chair:* S. Suzan J. Harkness, The University of DC, sharkness@udc.edu

#### "Student Discussion Participation and Satisfaction in Different Learning Environments"

Kerstin Hamann, University of Central Florida, khamann@mail.ucf.edu  
 Philip H. Pollock, University of Central Florida, pollock@mail.ucf.edu  
 Bruce M. Wilson, University of Central Florida, bwilson@mail.ucf.edu

#### "Text Me, Text Me': Bringing the Capitol into the Classroom Via a Blackberry"

Himane Gupta-Carlson, Tacoma Community College, himanee@hawaii.edu

#### "Online Discussion, Student Engagement, and Critical Thinking"

Leonard Williams, Manchester College, lawilliams@manchester.edu  
 Mary Lahman, Manchester College, mplahman@manchester.edu

#### "Revolutionize Pedagogy in Your Classroom with Clickers"

Leora Pearl Gambell, i>clicker, leorapm@gmail.com

#### "Informationalism Overtakes Educational Issues"

Charles L. Mitchell, Grambling State University, mitchellc@gram.edu

*Discussant:* Bruce Pencek, Virginia Polytechnic Institute and State University, bpencek@vt.edu

#### 10-2 Challenges and Solutions in Teaching Critical Thinking in the American Government Course (cross-listed with 9)

*Date:* Thursday, Sep 3, 4:15 pm  
*Location:* TBA  
*Chair:* Brigid Harrison, Montclair State University, harrisonb@mail.montclair.edu  
*Participants:* Van A. Wigginton, San Jacinto College-Central Campus, van.wigginton@sjcd.edu  
 Ann Wyman, Missouri Southern State University, wyman-a@mssu.edu  
 Kathleen M. Collihan, American River College, collihk@arc.losrios.edu  
 Raymond Sandoval, Richland College, RSandoval@dcccd.edu  
 John R. Wood, Rose State College, greenwoodjr@hotmail.com

#### 10-4 Theme Panel: Educating Students to be Global Citizens (cross-listed with 9)

*Date:* Saturday, Sep 5, 4:15 PM  
*Location:* TBA  
*Co-sponsor:* T-26  
*Chair:* William E. Hudson, Providence College, bhudson@providence.edu

#### "Diversity, Tolerance and Political Socialization: An Empirical Inquiry into the Democratic Impact of Schools and Neighbourhoods"

Ellen Claes, Katholieke Universiteit Leuven, Ellen.Claes@soc.kuleuven.be

#### "Seeking a Just and Humane World: Motivation for Continuity and Change"

Pamela N. Waldron-Moore, Xavier University, pnmoore@xula.edu

#### "Two Faces to Peace: Reconciling Academics and Advocacy in Peace Education"

Michaelene D. Cox, Illinois State University, mcox@ilstu.edu

#### "Visual Culture as a Pedagogical Tool Toward Ethics and Human Rights"

Safia Swimelar, Elon University, sswimelar@elon.edu

#### "Teaching Political Science in the Poorest State in the U.S. and the Poorest Country in Africa: Similarities and Differences"

Robert Press, University of Southern Mississippi, bob.press@usm.edu

## 10-5 Political Theory and Teaching

*Date:* Friday, Sep 4, 4:15 PM  
*Location:* TBA  
*Co-sponsor:* 1-30  
*Chair:* Bruce E. Caswell, Rowan University,  
 caswell@rowan.edu

“Reconstituting the Political: Foucault and the Modern University: An Exploration of Power, Transition, and Discourse”  
 Mike Laurence, University of Western Ontario,  
 mlauren3@uwo.ca

“An Emancipatory Authority?: Teaching in Levinas and Ranciere”  
 Rachel Magnusson, York University,  
 rmagnus@yorku.ca

“Polyvocality and the “Conversation”: Bringing Other Voices into Political Theory”  
 Wairimu Njoya, Rutgers University, New Brunswick,  
 wnjoya@eden.rutgers.edu

“Deconstructing Discourse in order to Reconstruct a Clearly Defined Position: Teaching Political Theory to students with limited background in Political Science”  
 Jeanne W Simon, Universidad de Concepcion,  
 jsimon@udec.cl

*Discussant:* Johnny Goldfinger, Indiana University-Purdue University, Indianapolis, jgoldfin@iupui.edu

## 10-6 Educating for Civic Engagement: Past, Present, and Future (cross-listed with 9)

*Date:* Thursday, Sep 3, 2:00 PM  
*Location:* TBA  
*Chair:* Elizabeth A. Bennion, Indiana University South Bend, ebennion@iusb.edu

“Civic Education in Higher Education Institutions: A Status Report”  
 Jean Wahl Harris, University of Scranton,  
 harrisj2@scranton.edu

“Revitalising Democracy: Civic Education in Europe and the United States”  
 James Sloam, University of London, Royal Holloway,  
 James.Sloam@rhul.ac.uk  
 Ben Kisby, University of Sheffield,  
 b.kisby@sheffield.ac.uk

“Building Student Engagement in Introduction to American Government”  
 John C. Berg, Suffolk University, jberg@suffolk.edu

“Seizing the Day: Encouraging Civic Engagement in the Community College Environment”  
 Shyam K. Sriram, Georgia Perimeter College,  
 ssriram@gpc.edu

*Discussants:* Lynne E. Ford, College of Charleston,  
 fordL@cofc.edu  
 Michelle D. Deardorff, Jackson State University,  
 michelle.d.deardorff@jsums.edu

## 10-7 Improving Student Learning in Political Science Courses

*Date:* Saturday, Sep 5, 8:00 AM  
*Location:* TBA  
*Chair:* Charles C. Turner, California State University, Chico, ccturner@csuchico.edu

“Running Simulations Without Ruining Your Life: Simple Ways to Incorporate Active Learning into Your Teaching”  
 Rebecca Glazier, University of California, Santa Barbara,  
 rebecca.glazier@gmail.com

“The Elusive Quest for Learning: Intensive Analytical Writing in Large Lecture Undergraduate Courses”  
 Baris Kesgin, University of Kansas, bkesgin@ku.edu  
 Alexandria J Innes, University of Kansas,  
 andrii@ku.edu  
 Catherine Weaver, University of Texas, Austin,  
 ceweaver@austin.utexas.edu

“What Students Tell Us About Doing Research”  
 Bruce Pencek, Virginia Polytechnic Institute and State University, bpencek@vt.edu  
 Scott G. Nelson, Virginia Polytechnic Institute and State University, scnelson@vt.edu  
 Craig Leonard Brians, Virginia Tech, cbrians@vt.edu

“Political Economy, Pedagogy and Student Enthusiasm”  
 Theresa Reidy, University College Cork, t.reidy@ucc.ie

“Peer Evaluation in the Political Science Classroom”  
 Michael K. Baranowski, Northern Kentucky University,  
 baranowskim@nku.edu  
 Kimberly Weir, Northern Kentucky University,  
 weirk@nku.edu

*Discussants:* Leanne C. Powner, College of Wooster,  
 lpowner@wooster.edu  
 Quentin Kidd, Christopher Newport University,  
 qkidd@cnu.edu

## Political Science Education Section Business Meeting

*Date:* Saturday, September 5  
*Time:* 6:15-7:15 pm  
*Location:* Convention Centre 206C

Deardorff/Hamann/  
Ishiyama

Assessment in Political Science

# Assessment in Political Science

Michelle D. Deardorff  
Kerstin Hamann  
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editors



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