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 subfields.

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:

Goal 1: Students will describe the forces of globalization that are shaping our political, economic, social, and cultural policy worlds.

Outcome 1.1: Students will describe the various factors that have contributed to the widening, deepening, and velocity of globalization in the international system.

Outcome 1.2: Students will identify how globalization has affected governance in the international system.

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.

Goal 2: Students will describe key political institutions that govern domestically and internationally.

Outcome 2.1: Students will study the cartography of human affairs and identify key economic, political, social, and cultural indicators.

Outcome 2.2: Students will point out the differences and similarities between economic and political systems operating in the international system.

Outcome 2.3: Students will describe the nature of global civil society and discuss how NGOs shape the policy processes domestically and globally.

Outcome 2.4: Students will understand how states organize and create international regimes to govern.

Outcome 2.5: Students will define power and distinguish between various types of power and influence in the global system.

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.

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.

Outcome 3.2: Students will identify how political views are shaped by economic and cultural factors.

Goal 4: Students will explain why individuals and states behave the way they do in the international system.

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.

Outcome 4.2: Students will formulate hypotheses to explain the behavior of states and identify sources of data to confirm or reject those hypotheses.

Outcome 4.3: Students will recognize how history and culture shape decision-making in domestic and international systems.

Goal 5: Students will demonstrate that they can use knowledge of past and present conditions to make competent predictions about the future.

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.

Outcome 5.2: Students will distinguish between future scenarios based on verifiable information and those based on subjective or polemical information.

Outcome 5.3: Students will recognize and interpret how decision-makers use history (analogical reasoning) and historical cases to shape their policy choices.

Goal 6: Students will determine and list a number of policy prescriptions that can be used to respond to domestic and international policy challenges.

Outcome 6.1: Students will evaluate competing prescriptions or policy options and make a choice based on an assessment of cost and consequences.

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.

Goal 7: Students will identify and list a number of ways they might be able to participate in the political process.

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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/africa)
  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.

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