diversity and inequality are categories of analysis, processes, and indicative of power relations? (4) What steps are necessary to more fully integrate DIIE across the political science curriculum?

If there was one common lesson that emerged from our group, it was the notion that our roles as educators include nurturing self-discovery both in ourselves and, most importantly, in our students on their journey to understanding the complicated world that surrounds us. Put differently, instead of conceptualizing DIIE as learning about "the other," it is better conceived as a process of learning about oneself—it is about coming to recognize oneself as a social, historical, and political being. This realization is perhaps the most important liberating moment for our students and a point of freedom for faculty seeking to teach DIIE. Yet, faculty who embrace their role as nurturers of self-discovery are themselves vulnerable—open to a range of criticism, conflicts that emerge through our own processes of critical self-reflection, and potential negative reactions from our students and unsympathetic colleagues. Students may be especially wary of classroom experiences that require them to critically reflect on who they are; it safer for them to reflect on who "others" are. Similarly, faculty may be reluctant to employ strategies that cede classroom control to students. How can faculty work to minimize cognitive dissonance, or at a minimum channel it in productive ways?

We discussed several pedagogical strategies for lessoning these sorts of anxieties. Role plays, simulations, and small class activities, for example, allow students to adopt and act out multiple identities, characters, and personalities different from their own and in a way that insulates their own identities, character, and personality from direct critique. Case studies may fulfill a similar role and are especially useful in getting students to employ moral reasoning. Experiential learning, community based research, and service learning are ripe terrain for engaging students in DIIE. Innovative pedagogical strategies discussed included the concepts of empathy and compassion as points of departure for learning about difference and inequalities; others drew on critical pedagogies of a range of political theorists from Plato to Spinoza to explicitly recognize the ways in which students' emotive reactions can both hinder and aid their ability to learn about diversity, inequality, and inclusiveness. Another especially promising approach to draws on students' involvement in extracurricular and co-curricular life; similar to the institutions of civil society, it is in students' associational lives outside of the classroom that they learn how to practice DIIE. What kinds of organizational and group experiences, for instance, can we facilitate on our campuses that fulfill the mission of DIIE?

Despite the apparent range of teaching strategies, it is particularly difficult to negotiate the challenges of DIIE as a young faculty member, untrained by virtue of graduate training alone. In many cases graduate curricula fail to provide a strong intellectual basis for faculty interested in teaching DIIE. The APSA Teaching and Learning conference is one way to address these concerns—indeed, it is both reassuring and troubling that so many graduate students and recent Ph.D.s seek broader professional development in DIIE at the conference. Nonetheless the feeling of the DIIE workshop was that college and university institutions need to make a more concerted effort to employ and teach engaged pedagogy to graduate students. If we expect our undergraduate students to take DIIE seriously, then we need to do so ourselves. APSA can play an important role in providing a forum to discuss these points of departure in our discipline and can lead by example by providing sustained institutional support for DIIE at both undergraduate and graduate levels.

DIIE clearly bridges the traditional subfields of the discipline of political science and, as such, raises a number of strategic, institutional, and philosophical issues. For example, should some variant of DIIE (for example, race and ethnicity politics) constitute a separate subfield in the discipline? Should our goal be instead to integrate DIIE concerns across existing subfields? Although these alternatives are not necessarily mutually exclusive, disciplinary and institutional commitments to either remain unclear.

Diversity, inclusiveness, and inequality education is not simply about adding content to existing courses, or developing new pedagogies, however. Certainly student expectations about course and disciplinary content are related to the extent to which DIIE is integrated or segregated across the broader field of political science. DIIE educators frequently encounter complaints, for example, that "this course isn't about race!" as participant Catherine Paden put it, in courses ranging from Introduction to American National Government to classes on comparative political processes. Beyond the substance of DIIE, the methods, subjects, and objects that define subfields in political science are themselves laden with power relations. If we are familiar with students' complaints about unexpected encounters with DIIE content, we understand little about the mechanisms by which students self-select into particular courses. Yet, it is these very mechanisms that both reflect and reify the position of DIIE in political science research and scholarship, restricting the entry of women and students of color into traditionally male-dominated and white-dominated subfields of political science.

Thus truly integrating DIIE requires deliberate and deliberative reflection at individual, department, and institutional levels. Perhaps most importantly, it requires being reflective not only about the content of our courses, but the processes through which that content is revealed. One way of approaching this issue is to think of diversity as a "way of knowing" rather than simply as a category of identity or difference. Diversity can be conceptualized as a process that both constructs and is constructed by the subjects of our discipline. Integrating diversity across the political science curriculum, then, requires us to better understand how DIIE is limited, shaped, and created through institutional and political processes that cut across our disciplines and the institutions in which we teach and learn.

Participants in the DIIE working group were exceptionally aware that if we lack a framework to understand and treat these issues as legitimate, intellectual points of departure, then the barriers to engaging students in a meaningful way will be formidable. In closing, we leave you with these words of inspiration from bell hooks: "education is the practice of freedom . . . education connects the will to know with the will to become."

Track Four: Teaching Research Methods

—**Michelle Dion,**
Georgia Institute of Technology
—**Leland M. Coxe,**
Randolph College
—**Margaret Carne,**
Rhodes College

A diverse group of 25 faculty and graduate students participated in the 2008 Teaching Research Methods (TRM) track. Participants represented a range of institutions—public and private, urban and rural, domestic and international, large research universities and teaching colleges. Presentations provided evidence of the heterogeneity in methods instruction and of pedagogical innovations in course design and delivery. The

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discussion in this year's meeting echoed and built upon prior meetings, reflecting the workshop format and participation of several track members in successive TLC meetings. The recommendations formulated by the track will be discussed following a brief summary of the presentations and discussion.

The track began with two presentations that illustrated the variation in research methodology courses, both in terms of whether the course is a required part of the undergraduate curriculum and the course content. The first presentation compared the content and number of required methods courses in United States departments to those of international departments. Compared to many European and Australian departments, U.S. departments are less likely to require methods courses as part of the undergraduate curriculum and appear to offer fewer methodology courses. U.S. departments also appear to provide less extensive training in research compared to other disciplines, including psychology, sociology, and business. The second presentation, by providing a comparison of the content of over 20 textbooks used and marketed for research methodology courses, also highlighted variation in course content. Just as previous track meetings have demonstrated that course objectives in research methods can vary significantly across programs and instructors, textbooks also vary in terms of their content and approaches.

Several presentations illustrated innovative approaches to teaching research methods. For example students often complain that research methods courses are boring, inaccessible, or irrelevant to their everyday lives. Presentations described how community-based research was seen as a way of relating political research to events and developments that affect students. Students also often report anxiety related to research methods courses. Several presentations suggested ways to address student apprehension. Prior Teaching Research Methods tracks recommended integrating research methods into other political science classes to address student anxiety and foster appreciation of the practical applications of political research. Based on this recommendation, one presentation described how quantitative research methods were incorporated into an introductory public policy class. Presentations and discussion in the track also suggested that hands-on, or active, learning is likely to both reduce student anxiety and enhance student engagement. Active learning may also better prepare students for their roles as consumers or producers of research. Two presentations described methods courses designed around student-centered small-group research projects, including development of a survey and then data collection and analysis. Another presentation illustrated how a data collection exercise for students can be used to promote understanding of both research methodology and a substantive issue in non-methodology classes.

In large part, the diversity of approaches to teaching research methods reflects the diversity of track participants and the discipline in general. Participants appreciated the variety and recognized that one single approach would not serve all institutions or instructors. The discipline is far from establishing best practices for undergraduate methods instruction, and more systematic evaluation of methods training and teaching innovations would benefit departments and instructors. Based on these conclusions, the track offers the three recommendations. First, innovations in methods instruction need to be subjected to more rigorous evaluation and testing to develop best practices. The results have been mixed for some experiments testing teaching innovations. Several members of the track plan to collaborate on the design and implementation of such experiments in the future. Second, given the lack of established best practices for undergraduate methods education in political science, programs and instructors would benefit from more widespread collaboration and sharing of information. To this end, the participants again expressed desire for a central repository of syllabi, lecture notes, exercises, and problem sets for methodology courses. Though the Society for Political Methodology maintains an online collection of syllabi,[1] it does not provide other types of teaching resources. A proposed web site that would not only serve as an archive of syllabi, lecture notes, assignments, and answer keys but also enable collaboration on the development of both undergraduate and graduate textbooks (as a wiki) that could be downloaded and edited by instructors may address this need.[2] Third, leadership is needed to help establish best practices and guiding principles for undergraduate methodology instruction. Though APSA recently convened a task force on graduate education, a similar effort has not occurred for undergraduate education. In this regard political science is behind other disciplines, including sociology. The sociology initiative had buy-in from the National Science Foundation, which provided resources for program evaluation. Track participants felt that such leadership would help improve undergraduate education in research methods.

Notes

1. Available at: http://polmeth.wustl.edu/syllabi.php
2. Available at: http://web.ku.edu/keds/statswiki.html

Track Five: Simulations and Role Play I

—Chad Raymond,
Salve Regina University
—Denise Vaughan,
Bellevue Community College

The Simulations and Role Play I track examined a broad range of approaches to classroom simulations and role-playing exercises. The presentations covered designs that operate online and face-to-face, model decision making at local and international levels, and run from only a few minutes to an entire semester. Participants and discussants identified several elements that are common to successful simulations. These elements included establishing clear objectives for a simulation prior to its use in a course, designing simulations to actively engage students in the learning process, and using simulations to develop professional skills, empathy, and intercultural understanding among students. The track members agreed that simulations need not be time intensive in preparation or presentation, but can be flexible and made to fit unique situations. Finally, while simulations may not increase student perceptions of the quality of instruction, the simulations do seem to increase student empathy and student decision-making skills, which are worthwhile achievements.

Track members agreed that simulations are often time and labor intensive, particularly when the instructor designs brand new simulations of contemporary events. Although these current events simulations often provide students with a high degree of contentment and excitement, the heavy workload for instructors requires a large payoff. Rebecca Glazier from the University of California, Santa Barbara, presented "Using Current Events to Develop Classroom Simulations," in which she encouraged participants to design simulations within their research areas of interest in order to maximize the use of their time and resources. She also encouraged faculty to assign students some of the design and research, which decreases the instructor workload and also engages students.

Tim Wedig from the University of Maryland in "Getting the Most from

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