these efforts, there are rarely institutional incentives or rewards—especially in regard to tenure review—for putting in the effort that such initiatives require. Track members discussed the importance of institutional support for the incorporation of civic engagement projects in the form of course releases, financial resources, and consideration in tenure review, among others.

In general, our track found that the ideal form of civic engagement activities: (1) serve the community; (2) serve the students by developing critical thinking skills, civic knowledge, and participation; and (3) reflect the institutional commitment of the university to promoting civic engagement. With the proper institutional rewards and incentives, the members of the discipline can create course activities and larger programs that foster civic engagement in these three ways. Beyond that we also have the potential to identify and leverage the natural linkages across these three domains, and thus integrate the ways in which we enhance civic engagement in our students, our communities, and our institutions.

Track Ten: Teaching Across the Discipline

—**Helen Boutrous,**
Mount St. Mary's College
—**Cynthia Unmack,**
American River College

The Teaching Across the Discipline track explored the ways in which political scientists can enhance student learning through innovative techniques that connect political science to other academic disciplines and co-curricular activities. Participants in the discussion agreed that using such techniques require instructors willing to take a risk. That risk, which may involve borrowing from other disciplines, sharing power with students in the classroom, requiring students to engage with civic leaders, pitting students in debate and competition with each other, and recognizing that political science does not exist in a vacuum, can have great rewards for students and faculty alike. Those rewards include students' true engagement in the learning process and with it enlightenment on political issues and theories; and for professors, the satisfaction of knowing that they have helped to bring their students "out of the cave."

Angela Oberbauer (San Diego Mesa College) demonstrated the difficulty of including controversial legal and social issues in political science classes. Such topics are fraught with long-held stereotypes and opinions based on moral or religious values. Presentations in these areas must therefore be careful to avoid adoption of unsupported assumptions, and include thorough examination of competing views. With sound methodological approaches, topics like the separation of church and state could provide for vigorous and meaningful exploration of constitutional policy and debate.

Ronald Shaiko (Dartmouth College) presented what students experience in Dartmouth's Nelson A. Rockefeller Center for Public Policy and the Social Sciences. The program provides students with curricular and co-curricular programs that promote long-term civic engagement by students. Students, who minor in public policy, complete a summer internship program in Washington, D.C., and take part in a think tank that advises the New Hampshire and Vermont legislatures. The group explored possible replication of the model on a smaller scale through activities such as student-run forums for discussion of current events and politics. Through these experiences students gain skills in public speaking, negotiation, and networking that will serve them well beyond the political science classroom.

Debra Wood (Temple University) also described how engagement with civic leaders can serve the political science student. Rather than relying on classroom instruction alone, she required her State and Local Politics students to conduct profiles, including personal interviews, of local elected officials. Students investigated the issues officials face within their jurisdictions and the views of the constituents these officials answer to. This project not only teaches students about local government processes and issues, but about the diversity of cultures within their state and the benefits of civic engagement.

Christopher Price (The College at Brockport, State University of New York) described the benefits of learner-centered teaching and sharing power with students. Sharing of power could come in the form of allowing student input on decisions such as selection of the course textbook, components included in class projects, or course policies. Ultimate decision-making power is retained by the instructor, but allowing for student input makes for a more "democratic classroom," in which students learn skills that go beyond the disciplinary content of the course. A democratic approach to power in the classroom will result in students who are better equipped to handle power in the civic arena and in human relationships in general.

Tracy Lightcap (Lagrange College) reported that use of extended simulations can tap into the current rise in political interest of incoming freshmen, stimulate critical thinking and reading, develop research and presentation skills, and increase awareness of other cultures. Using *Reacting* games, along with preparatory readings, students faced the problem of creating political order, and learned that success in political conflicts is as dependent on ideological justifications and persuasion as it is on force. A formal evaluation of the course based on a survey devised to test how well students were achieving pedagogical goals revealed encouraging success.

Gamal Gasim (Texas Tech University) presented the findings of his study regarding differences of self-determination and motivation among students in the two required political sciences courses at Texas Tech University. The results of the study indicate that political science majors approach learning political science in a different manner than their non-political science major peers. That manner likely lends itself to intrinsic motivation, creativity, and deeper conceptual understanding. Political science majors also reported higher feelings of control over their achievements. These findings could shed light on how political science instructors might increase feelings of autonomy among students and encourage student interest and effective learning.

Two presenters demonstrated how literature can enhance political science courses. John Fliter (Kansas State University) described how he combined the study of law and politics by using classic novels, short stories, plays, parables, and poems. This approach combined the political science, law, and English disciplines to introduce students to the ways in which politics and law affect literature and how literary form and substance can help us understand legal concepts, political values, and the human condition. For example George Orwell's *Shooting an Elephant* can be used to explore the nature and consequences of imperialism; "A Jury of Her Peers," a short story by Susan Keating Glaspell, illustrates the implications of the then male-dominated legal system; and Franz Kafka's *The Trial* depicts the terrible consequences of a legal system without due process. George Conner (Missouri State University) explained how he uses a "novel approach" to critically engage students in the study of introductory political science courses. Ray Bradbury's *Fahrenheit 451* can be used to illuminate Plato's Allegory of the Cave,

https://doi.org/10.1017/S1049096508310890 Published online by Cambridge University Press

Ursula Le Guin's *The Dispossessed* provides insight into the basic elements and limits of comparative politics, and Kurt Vonnegut's *Player Piano* introduces Weber's theory of bureaucracy. While novels cannot replace lectures, textbooks, and case studies, novels can effectively complement traditional teaching tools. Both presenters found that crossing the disciplinary line between political science and literature increased student understanding of the topic and the extent to which they actively engaged in class discussion.

All these innovative techniques involve risk taking and a labor-intensive time commitment by the instructor. Projects that involve student interaction with elites require careful preparation. Democratizing the classroom may cause anxiety among students who are unfamiliar with such responsibility. Student debate and competition can lead to a stressful classroom atmosphere and requires sensitive coaching and oversight. Teaching in an area outside one's specialty requires additional preparation and can require cooperation from other departments on campus. Faculty attempting to incorporate these innovations may sometimes encounter skepticism from other faculty and administration. All participants agreed that these risks and challenges are worth the great rewards to be had from incorporating techniques that engage, entice, and excite our students to learn.

Track Eleven: Internationalizing the Curriculum I

—Pam Bromley,
Princeton University
—Gloria Walker,
University of California, Davis

A Multi-Level Approach

The participants in Internationalizing the Curriculum I took a multi-level approach to considering the challenges of incorporating global issues into higher education. Our discussion—facilitated by track moderator Pamela Zeiser (University of North Florida)—focused primarily on the challenges of internationalizing the curriculum on four levels: the student, the course, the program, and the institution. Within this general framework the group addressed many related pedagogical issues, such as active learning, the role of technology, the effective use of distance learning, and how each complements or challenges the learning environment and the goal of internationalizing the curriculum.

At the student level the focus was on the study abroad experience and how it provides a deep and often intense way for students to engage with global issues while challenging their sense of self as well as their preconceptions and biases relating to other cultures. Hollis France and Kaylee Rogers (College of Charleston) examined the impact that an 11-week study abroad program in Cuba had on students and found that the study abroad experience forced them to consider, critique, and renegotiate their American identity. Elizabeth Sheppard (Sciences Po Paris) likewise found that students studying abroad in France reconsidered their assumptions and stereotypes about cultural and academic norms as well as alternative political systems. Study abroad exposes students to prolonged, active, experiential learning that encourages them to engage more deeply with international issues than they would at home.

At the course level discussion focused on the use of experiential and active learning techniques to help students engage with and improve their understanding and appreciation of international issues and crises. Niall Michelsen's (West Carolina University) approach to the introductory international politics course is to force students to move beyond passive learning by requiring them to participate in a group project in which they choose one of the United Nations Millennium Development Goals and then implement a plan to contribute to the achievement of the goal. Pam Bromley (Princeton University) incorporated a variety of active learning techniques into a required writing course focused on globalization, and demonstrated how the use of these techniques helped the course to appeal to students with different learning styles and levels of interest in international issues. David McNabb (Pacific Lutheran University) recounted how, while teaching Russian politics at the Stockholm School for Economics in Latvia, he was able to use the Internet to bring up-to-the-minute information into his courses, thus creating an interactive, collaborative, and learner-centered environment.

Track participants also approached internationalizing the curriculum from the programmatic and institution-wide levels. Sharon Gramby-Sobukwe (Eastern University) explained how at the program level—in this case in a group of masters programs geared toward adult learners—schools can combine the use of distance learning technologies and short-term residential and study abroad experiences to maximize the international awareness and engagement of their students. Michele Zebich-Knos (Kennesaw State University) described how her institution was working to achieve the internationalization of the curriculum at the institution-wide level. The goal of this mission is to increase the international awareness of the entire university community, regardless of position, major, background, or ability to study abroad. This approach involves integrating international content into core requirements and general education classes, as Bromley did through using globalization as the topic of a required writing class.

Regardless of the level at which internationalization of the curriculum occurs, it is a growing challenge to expand global learning beyond study abroad and the traditional global disciplines. However even the quintessential international experience of study abroad faces challenges. Students who participate in these programs presumably want to engage in global learning, but they often want to do so on their own terms while maintaining their own preconceptions and understandings. This behavior runs counter both to the goals of study abroad and the push to internationalize the curriculum more generally. One potential solution discussed by track participants was to require students to participate in a class that prepares them for their study abroad experience. Another concern was that once students return, many continue to process their study abroad experience, only to find that the friends and family who remained at home are not interested in hearing about it. Re-entry programs for these students would help them make the transition home and also support their (perhaps) new-found global engagement.

At the course level track participants identified other concerns. A common issue that we, as instructors, must be aware of is that ethnocentric or paternalistic language and attitudes can creep into course content. We also need to consider the underlying assumptions in the way we approach international issues; we, as teachers, may be pushing (perhaps unconsciously) an agenda and not giving opposing or alternate views fair treatment. Also at the course level instructors often face pressure both from administrators and students to use new technologies in effective ways. Technology enables online delivery of courses to nontraditional students as well as those living abroad, thereby maintaining a sense of classroom community. It also enables instructors to offer up-to-the-minute information to their students about course topics, which can be invaluable in helping them to make connections between the real world and course

https://doi.org/10.1017/S1049096508310890 Published online by Cambridge University Press